DOCUMENT RESUME

ED 073 419 CS 000 340

TITLE	[A Summary of Reading and Mathematics Tests for Grades 1-9 and 11 for the District of Columbia Public Schools.]
INSTITUTION	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Dec 72
NOTE	176p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Elementary Grades; Mathematics; Reading Readiness Tests; Reading Tests; *Secondary Grades; *Testing; *Testing Programs; *Urban Areas

ABSTRACT

This paper presents a summary of the results for the Washington, D.C., public schools of the Metropolitan Readiness Test for grade 1; of the Reading and Mathematics Tests of the Comprehensive Tests of Basic Skills for grades 3 through 9; of the Reading and Mathematics test of the California Achievement Tests for grade 2; plus a summary of the results of the Reading and Numerical Competence Tests of the Stanford Achievement tests, High School Basic Battery, which were administered to eleventh grade vocational high school students. (WR)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT. POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

ED 073419

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

[A SUMMARY OF READING AND MATHEMATICS TESTS FOR GRADES 1-9, 11 FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS.]

CS000340

9.9
S 9
C S

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A SUMMARY OF METROPOLITAN READINESS TEST RESULTS FOR GRADE 1

MR. ROBERT B. FARR, DIRECTOR
PUPIL APPRAISAL SECTION

DR. WILBUR A. MILLARD
ASSISTANT SUPERINTENDENT
DEPARTMENT OF PUPIL PERSONNEL SERVICES

DR. HUGH J. SCOTT
SUPERINTENDENT OF SCHOOLS

DECEMBER 1971

CS 000 340

TABLE OF CONTENTS

	Page
Description of Test.	1
Uses of Test Results	2
Table I - Readiness Status, National Standards	3
Findings - Tables II and III	4
Table II - Distribution of Readiness Scores, September 1970, 1971. . . .	5
Table III - Interquartile Range of Scores, September 1970, 1971.	6
Summary.	7
Test Results by Individual Schools, 1970 and 1971.	9

METROPOLITAN READINESS TESTS

The Metropolitan Readiness Tests were administered for the second year of the Academic Achievement Project to 12,574 first grade pupils during the period of September 22 - October 1, 1971. The purpose of this testing program is the identification early in the school year of pupils' readiness to do first grade work. The data obtained will help the teacher structure the instructional program in ways that will challenge the interest and enthusiasm of students. Scores can help pin-point areas requiring remedial or special instructional procedures especially for pupils whose scores suggest immaturity, meager experiential backgrounds or perceptual problems.

Traits measured directly or indirectly by this one hundred two item test are:

Work Skills

Visual and auditory perception

Number knowledge and readiness

Information about common objects

Ability to pay attention and follow directions

Ability in handling paper and pencil

Ability to sustain interest in looking at and responding to pictures.

The tests were administered to small groups of pupils by the classroom teacher or by the counselor with the teacher as proctor. Tests were hand-scored at the school and class record sheets containing raw scores by sub-test and total areas were sent to the

Pupil Appraisal Section of Pupil Personnel Services Department. This report is based on data generated by the Department of Automated Information Service from these class record sheets.

USES OF TEST RESULTS

A combination of the results of Readiness Tests and careful observation, informal tests and teacher judgment based on day to day contacts furnish a generally reliable basis for grouping pupils and sequencing instruction for maximum individual progress. Parents should be informed of the findings to help them understand the children better.

Methods for developing individual and class profiles are presented and explained at in-service training programs for testing chairmen/counselors and Testing Resource Personnel. Consultations as to specific interpretation and applications of test results are available to schools through the services of Pupil Appraisal staff located in each of the Pupil Personnel Centers.

PRESENTATION OF RESULTS

Table 1. Letter rating and Readiness status corresponding to various ranges of Total Scores, Metropolitan Readiness Tests.

Table 2. Distribution of Total Readiness scores for D. C. first grade pupils, September 1970 and 1971.

Table 3. Middle 50% of Scores based on National Norms, September 1970 and 1971.

Table I

LETTER RATING AND READINESS STATUS CORRESPONDING TO VARIOUS RANGES OF TOTAL SCORE ON FORM A

SCORE RANGE	LETTER RATING	READINESS STATUS	SIGNIFICANCE
Above 76	A	Superior	Apparently very well prepared for first-grade work. Should be given opportunity for enriched work in line with abilities indicated.
64 - 76	B	High Normal	Good prospects for success in first-grade work provided other indications, such as health, emotional factors, etc. are consistent.
45 - 63	C	Average	Likely to succeed in first-grade work. Careful study should be made of the specific strengths and weaknessess of pupils in this group and their instruction planned accordingly.
24 - 44	D	Low Average	Likely to have difficulty in first-grade work. Should be given more individualized help.
Below 24	E	Low	Chances of difficulty high under ordinary instructional conditions. Further readiness work or individualized work is essential.

From the Manual of Directions, Metropolitan Readiness Tests, Harcourt Brace & World Inc. 1969, page 11.

Findings:

Table II contains the breakdown of the scores of 12,574 first grade students tested in September 1971 into the various categories and assigned letter ratings with comparative figures for September 1970. The column labeled Frequency shows the number of students scoring at each interval; the column labeled Percent Local shows the percentage of D. C. students scoring in each category; the next column shows the percentage of pupils in the national standardization population scoring in each category; the last column designates the letter rating and category. In Fall 1971, 5.4% of the D. C. first-graders scored in the A Superior category as compared to 4.8% in Fall 1970 and 7% nationally. In the B High Normal category 16.2 of the D. C. students' scores fell within this range in Fall 1971 as compared to 14.8% in Fall 1970 and 24% nationally. In the C Average range 41.2% of the first graders scored in this category in Fall 1971 compared with 37.6% in Fall 1970 and 38% nationally. Thirty and eight tenths percent (30.8%) of the D. C. students scored in the D Low Normal category in Fall 1971 as compared to 33.9% in Fall 1970 and 24% of students in the National group. Six and four-tenths percent (6.4%) of scores fell in the E Low Category in Fall 1971 as against 8.8% in Fall 1970 and 7% of the national reference group.

Table III presents the interquartile range of scores for the middle 50% of first-grade students based on National norms. The interquartile range shifted from the 16-63%ile range in Fall 1970 to the 20-65%ile range in Fall 1971. The median shifted from the 36%ile to the 42%ile.

Table II

DISTRICT OF COLUMBIA PUBLIC SHCOOLS

Middle 50% of Scores - Based on National Norms
Metropolitan Readiness Tests - Grade 1
September 1970 and September 1971

Raw Score	Frequency 1970	Frequency 1971	Percent Local 1970	Percent Local 1971	Percent National	Letter Rating, Category
Above 76	588	676	4.8	5.4	7	A Superior
64-76	1,816	2,037	14.8	16.2	24	B High Normal
45-63	4,615	5,185	37.7	41.2	38	C Average
24-44	4,157	3,875	33.9	30.8	24	D Low Normal
Below 24	1,083	801	8.8	6.4	7	E Low
Total	12,259	12,574	100.0	100	100	

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table III

Interquartile Range (Middle 50%) of Scores
Based on National Norms
Metropolitan Readiness Tests - Grade 1
September 1970 and September 1971

Group	Q1	Q2 Median	Q3
National Group	25th %ile	50th %ile	75th %ile
D. C. Fall 1970	16th %ile	36th %ile	63rd %ile
D. C. Fall 1971	20th %ile	42nd %ile	65th %ile

SUMMARY:

The mean Total Readiness score for first grade pupils in the District of Columbia Public Schools fell within the C (Average) category as this was measured by the Metropolitan Readiness Tests both in Fall 1971 and Fall 1970. There was an overall upward trend in scores in 1971 with .6% more pupils scoring in the A (Superior) category, 1.4% more in the B (High Normal) score range and 3.6% more in the C (Average) category. 3.1% fewer pupils scored in the D (Low Normal) category and 2.4% fewer scored in the E (Low) category.

The interquartile range of scores (the middle 50%) shifted from the National Percentiles of 16-63 in the Fall of 1970 to 20-65 in the Fall of 1971.

There was also a shift of the D. C. median (50th percentile) score from the National Percentile of 36 in 1970 to 42 in 1971.

Individual School Results

Individual School Results of
Metropolitan Readiness Tests
September, 1970, 1971

	National %ile Rank 1970	National %ile Rank 1971	School Letter Rating 1970	School Letter Rating 1971	School Readiness Status! 1971
Adams	Did Not Test	31	--	C	Average
Aiton	16	36	D	C	Average
Amidon	NFG				
Bancroft *	23	23	D	D	Low Normal
Barnard	36	48	C	C	Average
Beers	51	51	C	C	Average
Benning	67	55	C	C	Average
Birney ***	23	38	D	C	Average
Blair-Ludlow-Taylor **	26	36	D	C	Average
Blow-Pierce	25	55	D	C	Average
Bowen A.	NFG				
Brent	40	51	C	C	Average
Brightwood	35	53	C	C	Average
Brookland	61	46	C	C	Average
Bruce *	22	42	D	C	Average
Bryan	7	33	D	C	Average
Buchanan	13	31	D	C	Average
Bundy **	NFG	25	--	D	Low Normal
Bunker Hill	44	46	C	C	Average
Burroughs	33	53	C	C	Average
Burrville	38	44	C	C	Average

! Based on mean Total Raw Score NFG = No First Grade

* = Model School; ** = Model School and Title I; ** = Title I; *** = Anacostia Project

	National %ile Rank 1970	National %ile Rank 1971	School Letter Rating 1970	School Letter Rating 1971	School Readiness Status! 1971
Carver	35	33	C	C	Average
Clark	38	48	C	C	Average
Cleveland **	11	63	D	C	Average
Congress Heights ***	44	44	C	C	Average
Cook, J. F. **	14	29	D	D	Low Normal
Cooke, H. D. *	10	31	D	C	Average
Crummell	4	14	E	D	Low Normal
Davis	23	33	D	C	Average
Draper ***	20	40	D	C	Average
Drew	13	33	D	C	Average
Eaton	81	79	B	B	High Normal
Eckington	13	33	D	C	Average
Edmonds **	20	48	D	C	Average
Emery	12	27	D	D	Low Normal
Fillmore	61	55	C	C	Average
Gage	55	23	C	D	Low Normal
Garfield	26	38	D	C	Average
Garrison **	11	36	D	C	Average
Gibbs	12	26	D	D	Low Normal
Giddings	12	20	D	D	Low Normal
Goding **	13	36	D	C	Average
Green ***	33	53	C	C	Average

!Based on mean Total Raw Score

* = Model School; ** = Model School and Title I; ** = Title I; *** = Anacostia Project

	National %ile Rank		School Letter Rating		School Readiness Status!
	1970	1971	1970	1971	1971
Grimke **	9	25	D	D	Low Normal
Hardy	38	51	C	C	Average
Harris	31	38	D	C	Average
Harrison**	12	33	D	C	Average
Hearst	99	86	A	B	High Normal
Hendley	15	31	D	C	Average
Hendley Annex II	31	51	D	C	Average
Houston	40	40	C	C	Average
Hyde	40	40	C	C	Average
Janney	79	71	B	B	High Normal
Keene	46	59	C	C	Average
Kenilworth	19	25	D	D	Low Normal
Ketcham & Annex	36	31	C	C	Average
Key	61	61	C	C	Average
Kimball	33	44	C	C	Average
Kingsman	35	40	C	C	Average
Lafayette	97	83	A	B	High Normal
Langdon	28	42	D	C	Average
Langston **	17	29	D	D	Low Normal
LaSalle	57	57	C	C	Average
Leckie	35	53	C	C	Average
Lenox	4	26	E	D	Low Normal

! Based on mean Total Raw Score

** = Model School and Title I; ** = Title I

	National %ile Rank 1970	National %ile Rank 1971	School Letter Rating 1970	School Letter Rating 1971	School Readiness Status! 1971
Lewis **	35	46	C	C	Average
Logan **	10	33	D	C	Average
Lovejoy	15	33	D	C	Average
Madison **	22	33	D	C	Average
Mann	83	61	B	C	Average
Maury	10	35	D	C	Average
McGogney ***	23	38	D	C	Average
McGogney Annex ***	5		E		
Merritt	15	31	D	C	Average
Meyer *	12	31	D	D	Low Normal
Miner	9	29	D	D	Low Normal
Monroe *	11	26	D	D	Low Normal
Montgomery *+	12	29	D	D	Low Normal
Moten ***	22	46	D	C	Average
Mott **	93	63	A	C	Average
Murch	84	83	B	B	High Normal
Nalle	33	42	C	C	Average
Nichols Avenue	46	53	C	C	Average
Noyes	NFG	31	--	C	Average
Orr	15	46	D	C	Average
Oyster	46	65	C	C	Average

! Based on mean Total Raw Score NFG = No First Grade

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Project

	National %ile Rank		School Letter Rating		School Readiness Status !
	1970	1971	1970	1971	1971
Park View*	46	44	C	C	Average
Patterson	12	35	D	C	Average
Payne	31	44	C	C	Average
Peabody	40	46	C	C	Average
Perry**	NFG				
Petworth	40	53	C	C	Average
Plummer	23	48	D	C	Average
Powell & Annex	29	57	D	C	Average
Randle Highlands	55	44	C	C	Average
Raymond*	26	42	D	C	Average
Richardson	23	31	D	C	Average
River Terrace	31	51	C	C	Average
Rudolph	10	29	D	D	Low Normal
Savoy***	15	40	D	C	Average
Seaton*+	31	33	C	C	Average
Shadd	20	20	D	D	Low
Shepherd	69	71	B	B	High Normal
Simmons**	14	40	D	C	Average
Simon	17	33	D	C	Average
Slater**	NFG				
Slowe	22	42	D	C	Average
Smothers	11	33	D	C	Average

!Based on mean Total Raw Score NFG = No First Grade

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Project

	National %ile Rank		School Letter Rating		School Readiness Status!
	1970	1971	1970	1971	1971
Stanton & Annex	42	42	C	C	Average
Stevens	36	48	C	C	Average
Stoddert	86	79	B	B	High Normal
Sumner	16	29	D	D	Low Normal
Syphax	35	36	C	C	Average
Takoma	77	69	B	B	High Normal
Thomas	33	38	C	C	Average
Thomson	12	35	D	C	Average
Truesdell	27	33	D	C	Average
Tubman*	13	31	D	C	Average
Turner***	Test Incomplete	40	--	C	Average
Tyler	7	29	D	D	Low Normal
Van Ness	12	31	D	C	Average
Walker-Jones**	23	51	D	C	Average
Watkins	16	29	D	D	Low Normal
Weatherless	Not Open	31	--	C	Average
Webb, R. K.	13	44	D	C	Average
West	35	53	C	C	Average
Wheatley	22	33	D	C	Average
Whittier	42	44	C	C	Average
Wilson, J. O.**	23	27	D	D	Low Normal
Woodridge	46	35	C	C	Average
Young	15	33	D	C	Average

!Based on mean Total Raw Score

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Project

9.10

SG

CS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A SUMMARY OF READING AND MATHEMATICS TEST RESULTS, CALIFORNIA ACHIEVEMENT TESTS GRADE 2

MR. ROBERT B. FARR, DIRECTOR
PUPIL APPRAISAL SECTION

DR. WILBUR A. MILLARD
ASSISTANT SUPERINTENDENT
DEPARTMENT OF PUPIL PERSONNEL SERVICES

DR. HUGH J. SCOTT
SUPERINTENDENT OF SCHOOLS

December 1971

TABLE OF CONTENTS

Page

Description of Test. 1

Test Administration and Interpretation Workshops 1

Proctors 2

MOBE Teams and Testing Resource Personnel. 2

Test Reports 3

Standardization Process. 5

Pupil Population 5

Findings - Figure 1, Tables I and II 6

Figure 1. Median Grade Equivalent Scores in Total Reading and Total Mathematics, Grade 2 . . . 7

Table I Median Grade Equivalent Scores in Total Reading, Grades 1 and 2. 8

Table II Median Grade Equivalent Scores in Total Mathematics, Grades 1 and 2. 9

Findings - Figure 2, Table III 10

Figure 2. Percentile Rank of Median Scores in Total Reading and Mathmatics, Grade 2. 11

Table III Percentile Standing of Median Scores in Total Reading and Total Mathematics Grade 1 and Grade 2. 12

Findings - Tables IV and V. 13

Table IV Interquartile Range of Scores in Total Reading Grade 2, September 1970 and September 1971 14

TABLE OF CONTENTS
(Continued)

Page

Table V Interquartile Range of Scores in Total Mathematics Grade 2, September 1970 and September 1971. 15

Summary. 16

Test Results by Individual Schools: Reading. 18

Test Results by Individual Schools: Mathematics. 27

CALIFORNIA ACHIEVEMENT TESTS

The California Achievement Tests Form 1B were administered to 11,807 students in grade 2 during the period of September 22-28, 1971 as one of the testing components of the Academic Achievement Project. Alternate forms of this test battery were administered in grades 1 and 2 in May 1971. This report presents a summary of results of the September 1971 testing program, and comparisons with the September 1970 testing program in grade 2. Further post-test comparisons will be made between the Spring 1972 and Spring 1971 results in grades 1 and 2, between all phases of testing in 1971 and 1972.

The California Achievement Tests include Reading and Mathematics which are administered on a city-wide basis. Reading skills are measured by tests of recognizing words and their meanings and by comprehension of short stories. Mathematics skills are measured by tests of the understanding and use of number concepts, of problem solving and of computation skills in addition and subtraction.

TEST ADMINISTRATION AND INTERPRETATION WORKSHOPS

Prior to the testing programs, workshops are conducted for four groups of 12-20 counselors/testing chairmen at each of the four Pupil Personnel Centers. Representatives of the California Test Bureau are present at these meetings to strengthen techniques in standardized test administration. Prior to testing at the building level, in-service training sessions are held for all teachers and proctors in each school.

Educational Specialists in the Pupil Appraisal Section of the Department of Pupil Personnel Services secured the services of 50 college students who served as volunteer proctors during test administration. A training session was held for these volunteers at their educational institutions and in schools prior to testing. A sizable increase in the number of proctors is expected in the post-testing phase. The responses of principals to a questionnaire regarding the total testing program are presently being analyzed in order to make improvements in the program.

After tests reports are received by schools, regional work-shops are held on test interpretation and applications of test results to the instructional program. These are conducted by test company consultants assisted by Pupil Appraisal staff. These workshops are attended by counselors, school administrators, Pupil Personnel professional staff, MOBE chairman and Testing Resource Personnel.

PARTICIPATION OF MOBE TEAMS AND TESTING RESOURCE PERSONNEL

The MOBE Team members are classroom teachers, librarians and supervisors who function as resource persons to the total faculty in the areas of reading and math instructional skills and innovative processes. The Testing Resource Personnel are counselors, teachers, and MOBE members who completed an 80 hour course, "Instructional Applications of Group Test Results" given under the auspices of District of Columbia Teachers College in coordination with Pupil Personnel Services. The MOBE teams, the Testing Resource Personnel, the total staff of the Pupil Appraisal Section of Pupil Personnel Services and supervising directors of reading and mathematics are

available for assistance as requested throughout the school year to assure maximum utilization of test information for the benefit of pupils. (See Academic Achievement Project Bulletin #4, "Pupil Assessment").

SCORING

Tests have been scored under contract with the California Test Bureau/McGraw-Hill and results and related norms reported herein have been verified as complete and correct.

TEST REPORTS

Tests are scored under contract by the California Test Bureau and reports of scores are sent to each school with copies of specific school reports sent to the central office of the Pupil Appraisal Section of the Department of Pupil Personnel Services.

These reports are:

1. City-wide summary reports by grade level based on National and Large City Norms
2. Individual Test Record (based on Large City Norms) - Test scores are reported in the form of:
   a. raw scores (number answered correctly)
   b. grade equivalents
   c. large city percentiles
   d. individual pupil profile in terms of percentile bands
   e. item response by categories of instructional skills, e.g., word recognition, reading for facts, operations with zeros, number and numeration.
3. Home Report - Test scores are reported as raw scores, grade equivalents in terms of Large City Norms, large city percentiles and the percentile band profile.

4. Right Response Record (by class) - The Right Response Record indicates for each student the items on the test that are answered correctly, incorrectly, or omitted. As with the Individual Test Record, the responses are grouped by skills areas.

5. Right Response Summary (by grade levels) which provides for the school administrator the percentage of students whose item responses were correct, incorrect or omitted in each skills area and comparisons with percent of correct responses of the standardization population.

6. Frequency Distribution - One copy of the Frequency Distribution, based on the Large City Norm reference group is sent to each principal. This report presents the distributions of scores and corresponding school percentile equivalents. The Frequency Distribution includes a summary showing means, high and low scores, and 90th, 75th, 50th, 25th and 10th percentile scores.

7. Test data are stored on magnetic tape in the Department of Automated Information Systems. These data are being compiled in conjunction with the development of a longitudinal data base using student identification numbers.

Educational Specialists and Psychometrists of the Pupil Appraisal staff are available through the Pupil Personnel Service Centers to assist school personnel in translating test standings from Large City to National grade equivalent scores. The responses of principals to a questionnaire regarding the total testing program are presently being

analyzed in order to make improvements in the program.

STANDARDIZATION PROCEDURE

The California Achievement Tests, Level 1, were standardized in late February and March 1970 in a program that involved all levels of the series. In all 203,684 students participated, careful controls being exercised to assure representative samples of geographic regions, school district enrollment groups and community types.

Scores were articulated with those derived from the Comprehensive Tests of Basic Skills so that data from the two test series could be equated in longitudinal studies of academic progress.[1]

PUPIL POPULATION

Numbers tested in grade 2 in each phase of the Academic Achievement Project were:

September 1970 - 12,052

May 1971 - 11,925

September 1971 - 12,060

[1]See "Examiner's Manual, California Achievement Tests, 1970 edition", California Test Bureau, Monterey, California: pp 6-7.

Findings - Figure 1 and Tables I and II:

Figure 1 and Tables I and II present median grade equivalent scores in terms of Large City and National norming populations in the areas of Total Reading and Total Mathematics.

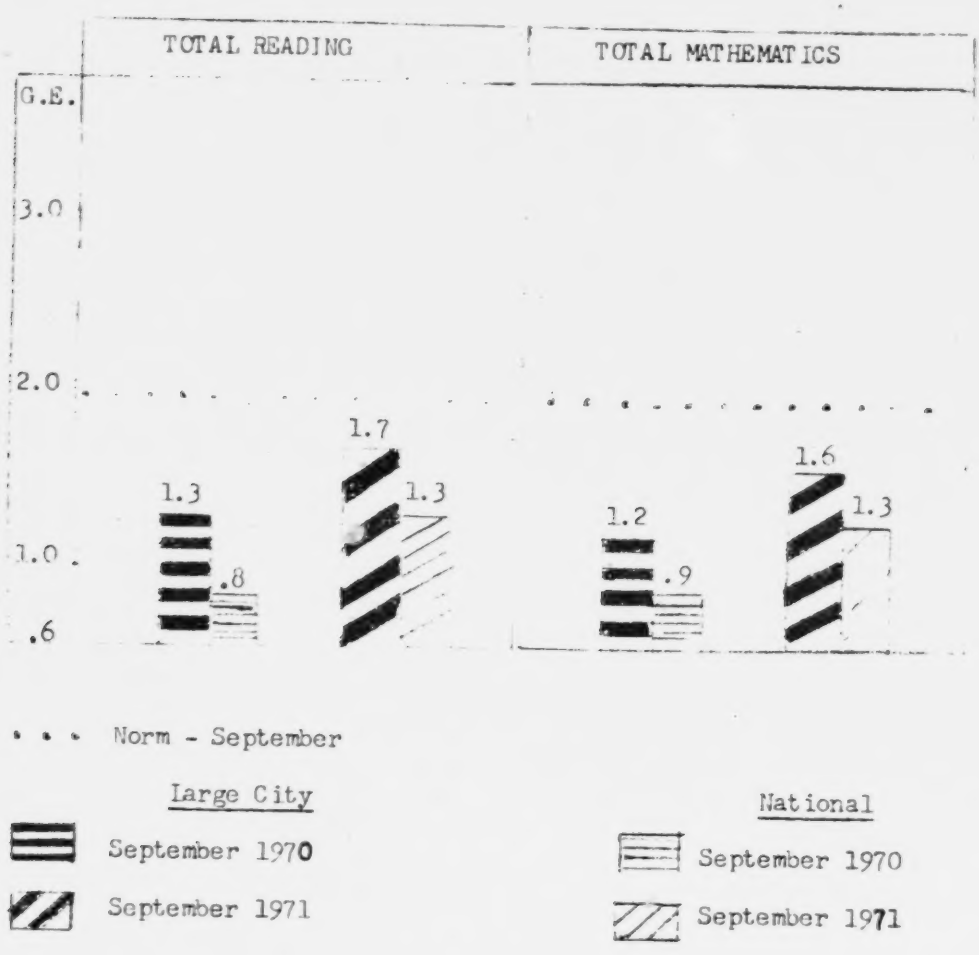
Students entering grade 2 in the current school year scored 4 months higher than those in September 1970 in Total Reading and Total Mathematics in terms of the Large City comparison group. Based on National norms, the 1971 second graders scored 5 months higher than the 1970 second graders in Total Reading and 4 months higher in Total Mathematics. In September 1971, the median score in terms of Large City norms is 3 months below the grade level norm in reading and 4 months below in mathematics. The median grade equivalent scores in terms of National norms are 7 months below in both reading and mathematics.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure 1

Median Grade Equivalent Scores
California Achievement Tests, Level 1 - Grade 2

TOTAL READING and TOTAL MATHEMATICS
in Terms of Large City and National Norms
September 1970, September 1971



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table I

Median Scores Expressed in Grade Equivalents
National and Large City Norms, Grades 1 and 2

California Achievement Tests

TOTAL READING

	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 1				
National Group	*	*	1.7	
D. C. (Based on National Norms)	*	*	1.6	
Large City Group	*	*	1.7	
D. C. (Based on Large City Norms)	*	*	1.9	
Grade 2				
National Group	2.0	2.0	2.7	
D. C. (Based on National Norms)	0.8	1.3	2.4	
Large City Group	2.0	2.0	2.7	
D. C. (Based on Large City Norms)	1.3	1.7	2.7	

* Grade 1 Tested with Metropolitan Readiness Tests

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table II

Median Scores Expressed in Grade Equivalents
National and Large City Norms, Grades 1 and 2

California Achievement Tests

TOTAL MATHEMATICS

	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 1				
National Group	*	*	1.7	
D. C. (Based on National Norms)	*	*	1.5	
Large City Group	*	*	1.7	
D. C. (Based on Large City Norms)	*	*	1.8	
Grade 2				
National Group	2.0	2.0	2.7	
D. C. (Based on National Norms)	0.9	1.3	2.3	
Large City Group	2.0	2.0	2.7	
D. C. (Based on Large City Norms)	1.2	1.6	2.6	

* Grade 1 Tested with Metropolitan Readiness Tests

Findings - Figure 2 and Table III:

Figure 2 presents the percentile standing of median scores in Total Reading and Total Mathematics of grade 2 pupils in Fall 1970, Fall 1971 and Spring 1971 in terms of Large City and National norms. In both instructional areas there were gains in achievement levels in Fall 1971 compared to Fall 1970. Comparison of Spring 1971 with Spring 1972 results will be made at the end of the school year.

Table III presents the percentile standing of median scores in Reading and Mathematics in grades 1 and 2 for all testing periods. Percentile standing in reading in Fall 1971 is higher than in Fall 1970. However, 76% of pupils in the National norming group and 64% in the Large City norming group equalled or exceeded the median score of District of Columbia Public School pupils in reading in Fall 1971. Although percentile standings in Total Mathematics improved markedly between Fall 1970 and Fall 1971, 79% of pupils in the National norm group and 70% of those in the Large City reference group equalled or exceeded the Fall 1971 median scores of District of Columbia Public School pupils.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure 2
Percentile Rank of Median Scores in Terms of
Large City and National Norms
California Achievement Tests, Level 1 - Grade 2
TOTAL READING and TOTAL MATHEMATICS

September 1970, September 1971

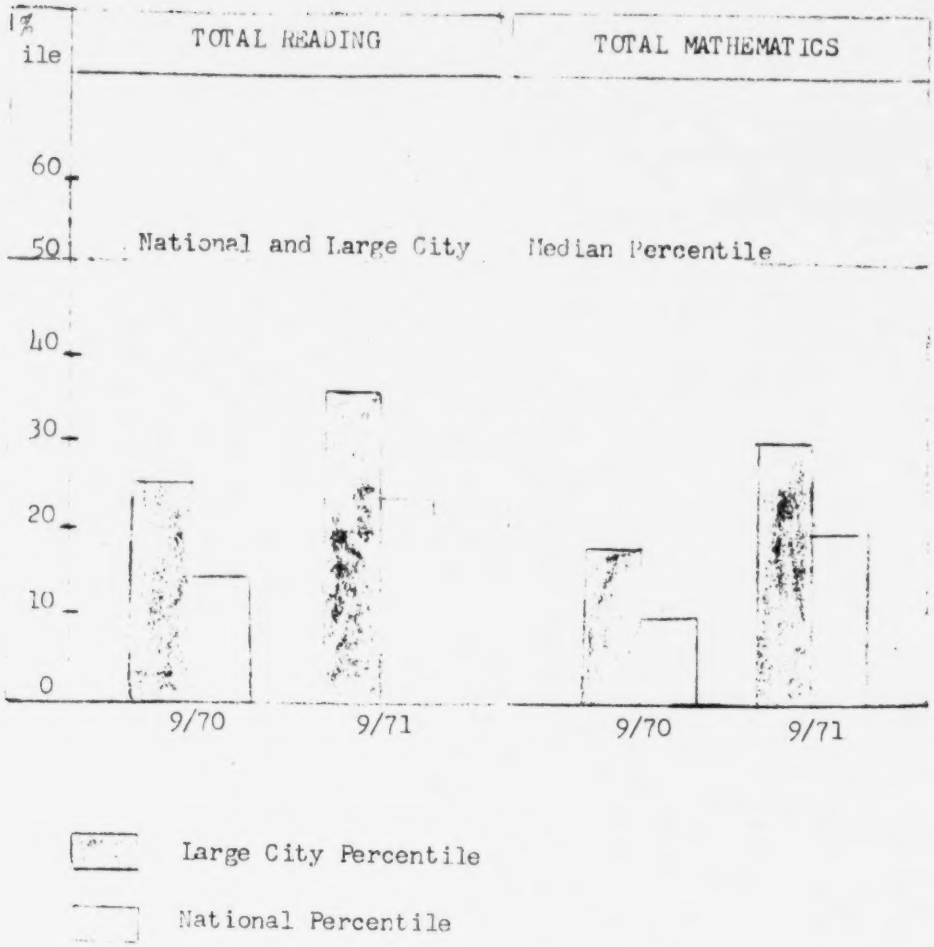


Table III

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Percentile Standing Based on Median Scores - Grades 1 and 2
California Achievement Tests, Level 1
National and Large City Norms

TOTAL READING

	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 1				
National Norm	*	*	45th	
Large City Norm	*	*	61st	
Grade 2				
National Norm	15th	24th	39th	
Large City Norm	25th	37th	50th	

TOTAL MATHEMATICS

Grade 1				
National Norm	*	*	41st	
Large City Norm	*	*	55th	
Grade 2				
National Norm	10th	20th	33rd	
Large City Norm	18th	31st	44th	

* Grade 1 tested with Metropolitan Readiness Tests

Findings - Table IV and V:

Tables IV and V present the interquartile range of scores of grade 2 students in the Fall testing programs of 1970 and 1971 in the areas of Total Reading and Total Mathematics measured by California Achievement Tests, Level 1.

In Total Reading the interquartile range (middle 50%) of scores expressed in terms of National Norm Grade Equivalents shifted from 0.6 - 1.7 in Fall 1970 to 0.7 - 1.9 in Fall 1971. In terms of Large City Norms the shift was from 0.7 - 1.9 to 0.9 - 2.2. The median score measured from 0.8 in Fall 1970 to 1.3 in Fall 1971 in terms of National norms, from 1.3 to 1.7 in terms of Large City norms.

In Total Mathematics the interquartile range shifted from Grade Equivalents in terms of National Norms of 0.6 - 1.5 in Fall 1970 to 0.7 - 1.8 in Fall 1971 and in terms of Large City Norms from 0.7 - 1.8 to 1.1 - 2.1 in Fall 1971. Similarly, the medians increased from 0.9 to 1.3 in terms of National Norms and 1.2 to 1.6 in terms of Large City Norms.

In Total Reading 43% of the D. C. students scored 1 year or more below grade level in terms of National norms; in Total Mathematics 39% of the students scored 1 year or more below grade level.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table IV

Interquartile Ranges (Middle 50% of Scores) Expressed as Grade Equivalents in Terms of National and Large City Reference Groups

California Achievement Tests
September 1970 and September 1971

TOTAL READING

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 2			
National Group	1.4	2.0	2.6
D. C. (Based on Nat'l Norm)			
September 1970	0.6	0.9	1.7
September 1971	0.7	1.3	1.9
Large City Group	1.3	2.0	2.6
D. C. (Based on Large City Norms)			
September 1970	0.7	1.3	1.9
September 1971	0.9	1.7	2.2

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table V

Interquartile Ranges (Middle 50% of Scores) Expressed as Grade Equivalents in Terms of National and Large City Reference Groups

California Achievement Tests
September 1970 and September 1971

TOTAL MATHEMATICS

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 2			
National Group	1.5	2.1	2.6
D. C. (Based on Nat'l Norms)			
September 1970	0.6	0.9	1.5
September 1971	0.7	1.3	1.8
Large City Group	1.5	2.1	2.7
D. C. (Based on Large City Norm			
September 1970	0.7	1.2	1.8
September 1971	1.1	1.6	2.1

Summary:

Pupils entering grade 2 in September 1971 in the District of Columbia Public Schools obtained scores on the California Achievement Tests, Level 1 that are four months higher than those of second graders at the start of the Academic Achievement Project in September 1970 both in Reading and Mathematics when compared with National and Large City Reference populations. Score levels, however, have not reached grade level for time of testing.

In Total Reading 43% of the D.C. students scored 1 year or more below grade level in terms of National norms; in Total Mathematics 39% of the students scored 1 year or more below grade level.

The School System is proceeding to develop student identification numbers which will be used to automate a longitudinal comparison for each student as he proceeds through the educational process.

TEST RESULTS BY INDIVIDUAL SCHOOLS

READING
GRADE 2

Median Scores Expressed in Grade Equivalents For Schools and the Large City Reference Group September 1970 and September 1971

California Achievement Tests

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 2		
Large City Group	2.0	2.0
D. C. (Based on Large City Norm)	1.3	1.7
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	1.8	1.9
Aiton	.7	1.4
Amidon	No Second Grade	No Second Grade
Bancroft *	.7	1.2
Barnard	1.7	2.1
Beers	1.7	1.8
Benning	2.4	2.1
Birney ***	1.2	1.7
Blair-Ludlow-Taylor **	1.1	1.6
Blow-Pierce	1.2	1.8
Bowen A.	No Second Grade	No Second Grade
Brent	1.8	2.1

* = Model School ; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
Brightwood	1.9	2.0
Brookland	1.5	2.0
Bruce *	1.5	1.4
Bryan	1.7	1.8
Buchanan	1.1	1.8
Bundy **	No Second Grade	No Second Grade
Bunker Hill	1.7	1.9
Burroughs	1.9	2.0
Burrville	1.4	2.1
Carver	.9	1.4
Clark	1.5	1.9
Cleveland **	.7	1.6
Congress Heights & Annex***	1.6	1.3
Cook, J. F. **	.6	1.4
Cooke, H. D. *	1.1	1.4
Crummell	.7	1.1
Davis	1.5	1.8
Draper ***	1.5	1.6
Drew	.7	1.1
Eaton	2.5	3.5

* = Model School; ** = Model School and Title I; ** = Title I; ***= Anacostia Proj

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
Eckington	.9	1.7
Edmonds **	1.0	1.4
Emery	.9	1.5
Fillmore	2.3	2.2
Gage	1.0	1.0
Garfield	1.7	1.8
Garrison *+	.7	1.4
Gibbs	1.0	1.6
Giddings	1.1	.8
Goding **	1.2	1.9
Green ***	1.6	1.9
Grimke *+	.6	.7
Hardy	2.0	2.2
Harris	1.4	1.9
Harrison *+	.7	1.7
Hearst	3.1	2.7
Hendley	1.0	1.7
Hendley Annex II	.8	1.5
Houston	.8	1.1
Hyde	1.1	1.9

*+ = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
Jackson	1.9	Closed
Janney	2.5	2.6
Keene	1.7	2.0
Kenilworth	.7	.9
Ketcham & Annex	1.1	1.2
Key	2.4	2.2
Kimball	1.4	1.8
Kingsman	1.0	2.2
Lafayette	3.0	3.2
Langdon	.8	1.5
Langston **	.7	1.3
LaSalle	1.9	2.2
Leckie	1.3	1.8
Lenox & Annex	.7	1.6
Lewis **	.9	1.3
Logan **	1.1	1.2
Lovejoy	.7	1.3
Madison **	.9	1.1
Mann	2.5	2.4
Maury	1.4	1.5

** = Title I

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
McGogney ***	1.3	1.3
McGogney Annex ***	1.0	No Second Grade
Merritt	1.3	1.8
Meyer *	.9	1.3
Miner	1.1	1.2
Monroe *	.8	.7
Montgomery **	.7	1.6
Moten ***	1.1	1.6
Mott **	.8	1.6
Murch	2.9	3.0
Nalle	.9	1.4
Nichols Avenue	1.6	2.2
Noyes	1.2	1.7
Orr	1.2	1.7
Oyster	2.4	1.9
Park View *	.7	1.5
Patterson	1.2	1.7
Payne	.8	1.1
Peabody	.7	1.4
Perry **	No Second Grade	No Second Grade

* = Model School; ** = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
Petworth	1.6	1.9
Plummer	1.8	2.0
Powell & Annex	2.1	1.8
Randle Highlands	1.7	1.8
Raymond *	1.2	1.9
Richardson	1.4	1.8
River Terrace	2.0	1.7
Rudolph	1.6	1.7
Savoy ***	1.4	1.9
Seaton **	1.0	2.0
Shadd	.7	1.3
Sharpe Health	2.8	--
Shepherd	2.5	2.6
Simmons **	.9	1.3
Simon	1.1	1.4
Slater **	No Second Grade	No Second Grade
Slowe	1.2	1.5
Smothers	.7	1.1
Stanton & Annex	1.5	1.7
Stevens	1.9	1.9

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 2	Median Grade Equivalents September 1970	September 1971
Stoddert	2.0	3.1
Sumner	.8	1.8
Syphax	1.2	1.7
Takoma	1.9	1.8
Thomas	1.0	1.5
Thomson	1.7	2.0
Truesdell	1.1	1.6
Tubman *	.7	1.2
Turner ***	1.1	1.5
Tyler	.7	.7
Van Ness	1.6	1.6
Walker-Jones **	1.1	1.4
Watkins	1.1	1.4
Weatherless	Not Open	1.3
Webb, R. K.	1.0	1.7
West	1.9	2.6
Wheatley	1.0	1.7
Whittier	1.3	1.9
Wilson, J. O.**	.8	1.5
Woodridge	1.3	1.9
Young	1.6	

* = Model School; ** = Title I; *** = Anacostia Project

TEST RESULTS BY INDIVIDUAL SCHOOLS

MATHEMATICS
GRADE 2

Median Scores Expressed in Grade Equivalents For
Schools and the Large City Reference Group
September 1970 and September 1971

California Achievement Tests

TOTAL MATHEMATICS

	Median Grade Equivalents	
	September 1970	September 1971
Grade 2		
Large City Group	2.1	2.0
D. C. (Based on Large City Norm)	1.2	1.6
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	1.2	1.4
Aiton	.8	1.5
Amidon	No Second Grade	No Second Grade
Bancroft*	.8	1.2
Barnard	1.4	1.7
Beers	1.4	1.5
Benning	2.2	2.0
Birney***	1.1	1.8
Blair-Ludlow-Taylor**	1.1	1.4
Blow-Pierce	1.0	1.7
Bowen A.	No Second Grade	No Second Grade
Brent	1.4	2.0

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
Brightwood	1.8	1.7
Brookland	1.4	1.9
Bruce*	1.1	1.1
Bryan	1.4	1.4
Buchanan	1.3	2.1
Bundy*+	No Second Grade	No Second Grade
Bunker Hill	1.5	1.8
Burroughs	1.7	1.8
Burrville	1.2	1.8
Carver	1.2	1.6
Clark	1.2	1.6
Cleveland*+	.7	1.6
Congress Heights & Annex***	1.5	1.4
Cook, J. F.**	.7	1.4
Cooke, H. D.*	1.1	1.3
Crummell	.7	1.2
Davis	1.2	1.7
Draper ***	1.3	1.7
Drew	.8	1.3
Eaton	2.2	2.9

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Projec

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
Eckington	1.1	1.5
Edmonds**	.9	2.0
Emery	1.2	1.5
Fillmore	2.1	1.9
Gage	1.3	1.3
Garfield	1.4	1.9
Garrison*+	.7	1.5
Gibbs	1.1	1.6
Giddings	1.2	.8
Goding**	1.1	1.6
Green***	1.2	1.7
Grimke*+	.7	1.1
Hardy	2.1	2.6
Harris	1.5	1.7
Harrison*+	1.1	1.5
Hearst	2.8	2.6
Hendley	1.1	1.5
Hendley Annex II	1.0	1.3
Houston	1.1	1.3
Hyde	1.3	1.9

*+ = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
Janney	2.3	2.2
Keene	1.3	1.7
Kenilworth	1.0	1.3
Ketcham & Annex	1.2	1.3
Key	2.2	2.2
Kimball	1.2	1.7
Kingsman	1.2	1.9
Lafayette	2.6	2.7
Langdon	1.2	1.6
Langston**	.7	1.8
LaSalle	1.4	1.9
Leckie	1.1	2.0
Lenox & Annex	.9	1.3
Lewis**	1.2	1.3
Logan**	.9	1.4
Lovejoy	.7	1.2
Madison**	1.1	1.3
Mann	2.7	2.3
Maury	1.0	1.1
McGogney***	1.3	1.6

= Title I; * = Anacostia Project

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
McGogney Annex***	1.1	No Second Grade
Merritt	1.2	1.5
Meyer*	.9	1.3
Miner	1.5	1.4
Monroe*	1.3	1.3
Montgomery*+	1.0	1.4
Moten***	1.5	1.5
Mott**	.8	1.5
Murch	2.6	2.4
Nalle	1.3	1.2
Nichols Avenue	1.4	1.7
Noyes	1.2	1.9
Orr	1.5	1.7
Oyster	2.1	1.8
Park View*	1.0	1.6
Patterson	1.4	1.7
Payne	.8	1.3
Peabody	1.0	1.5
Perry**	No Second Grade	No Second Grade
Petworth	1.3	1.7

* = Model School; *+ = Model School and Title I; ** Title I; *** Anacostia Project

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
Plummer	1.4	1.9
Powell & Annex	1.8	1.7
Randle Highlands	1.4	1.8
Raymond*	1.3	1.9
Richardson	1.1	1.7
River Terrace	1.6	1.8
Rudolph	1.5	1.7
Savoy***	1.8	1.9
Seaton*+	1.3	1.8
Shadd	.8	1.6
Sharpe Health	2.2	--
Shepherd	2.2	2.3
Simmons**	.9	1.2
Simon	1.1	1.5
Slater**	No Second Grade	No Second Grade
Slowe	1.2	1.5
Smothers	1.0	1.2
Stanton & Annex	1.4	1.6
Stevens	.7	1.9
Stoddert	2.1	2.7

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL MATHEMATICS

Grade 2	Median Grade Equivalents September 1970	September 1971
Sumner	1.0	1.2
Syphax	1.5	1.5
Takoma	1.9	1.9
Thomas	1.2	1.5
Thomson	1.7	2.1
Truesdell	1.2	1.6
Tubman*	.9	1.4
Turner***	1.2	1.5
Tyler	.9	1.0
Van Ness	1.4	1.2
Walker-Jones**	1.1	1.7
Watkins	1.0	1.6
Weatherless	Not Open	1.3
Webb, R. K.	1.0	1.6
West	1.4	2.0
Wheatley	1.0	1.7
Wilson, J. O.**	.7	1.6
Woodridge	1.1	1.8
Young	1.4	

* = Model School; ** = Title I; *** = Anacostia Project

9.11
S F
C S

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

A SUMMARY OF READING AND MATHEMATICS TEST RESULTS

COMPREHENSIVE TESTS OF BASIC SKILLS

Grades 3 - 9

Mr. Robert B. Farr, Director
Pupil Appraisal Section

Dr. Wilbur A. Millard
Assistant Superintendent
Department of Pupil Personnel Services

Dr. Hugh J. Scott
Superintendent of Schools

December 1971

TABLE OF CONTENTS

	Page
Description of Tests	1
Test Administration	1
Scoring and Reporting	2
Pupil Population	6
Standardization Norms Groups	7
Presentation of Results - Total Reading	8
Findings - Figures 1 and 2	9
Figure 1. Total Reading Results In Terms of Large City and National Norms, September 1971	10
Figure 2. Total Reading Results, September 1970 and 1971	11
Findings - Table I	12
Table I. Total Reading Results - Interquartile Ranges	15
Findings - Table II	19
Table II. Total Reading Results In Terms of Large City and National Norms	20
Findings - Table III	23
Table III. Total Reading Results - Percentile Rank of Median Scores	25
Presentation of Results - Total Arithmetic	27
Findings - Figures 3 and 4	28
Figure 3. Total Arithmetic Results In Terms of Large City and National Norms, September 1971	29
Figure 4. Total Arithmetic Results, September 1970 and 1971	30
Findings - Table IV	31
Table IV. Total Arithmetic Results - Interquartile Ranges	33
Findings - Table V	37

Page

Table V. Total Arithmetic Results In Terms of Large City and National Norms 38

Findings - Table VI 41

Table VI. Total Arithmetic Results - Percentile Rank of Median Scores 43

Summary 45

Test Results by Individual Schools - Total Reading 47

Test Results by Individual Schools - Total Arithmetic 75

COMPREHENSIVE TESTS OF BASIC SKILLS

The Comprehensive Tests of Basic Skills were administered to 76,138 students in regular classes in grades 3 through 9 in September 1971, the beginning of the second year of the Academic Achievement Project. Post-Testing will take place in April 1972. These testing programs monitor the progress of students in the subject areas of reading and mathematics using alternate forms of the standardized measuring instruments.

The Comprehensive Tests of Basic Skills are designed to measure the acquisition of broad concepts and the ability to apply them in the areas of reading vocabulary and comprehension and in arithmetic computation, concepts and problem solving.

This Report presents a summary of the results of the Comprehensive Tests of Basic Skills, Form R, administered during the period of September 22-28, 1971. This Report also presents comparative data with the pre-test phase of the Academic Achievement Project, September 1970, and a longitudinal systems picture of achievement in reading and arithmetic for the testing periods November 1969, September 1970, May 1971 and September 1971. Further post-testing comparisons will be made between the Spring 1972 results and the Spring 1971 results, and between the pre-testing phase, September 1971 and the post-testing phase, April 1972.

TEST ADMINISTRATION

Workshops were held for all counselors/testing chairmen on September 14 and 15, 1971 to review and update instructions for test administration. Uniformity of testing conditions and procedures was stressed.

Educational Specialists in the Pupil Appraisal Section of the Department of Pupil Personnel Services, secured the services of 50 college students who served as volunteer proctors during test administration. A training session was held for these volunteers at their educational institutions and in schools prior to testing. A sizable increase in the number of proctors is expected in the post-testing phase. The responses of principals to a questionnaire regarding the total testing program are presently being analyzed in order to make improvements in the program.

SCORING

Tests have been scored under contract with the California Test Bureau/McGraw-Hill and results and related norms reported herein have been verified as complete and correct.

REPORT TO SCHOOLS:

The following reports of the Comprehensive Tests of Basic Skills were received between October 27 and November 12, 1971:

1. Individual Test Record (based on Large City Norms) on which the following scores appear:
   a. raw scores (number of correct answers)
   b. grade equivalents
   c. percentile standing (large city comparison group)
   d. percentile bands (score reliability interval)
   e. item response record for each student indicating the area of right, wrong or omitted items.

These Individual Test Records are used for purposes of analysis of pupil instructional strengths and needs, for instructional groupings and administrative decisions.

2. Home Report which gives raw scores, grade equivalent scores, percentiles and percentile bands based on Large City Norms. A definition of each type of test scores is printed on the Home Report.

Home Reports are used as a basis for face-to-face individual and group parent and pupil conferences and are given to the parent. The decentralized Pupil Appraisal staff will help principals and teachers in making comparisons with National Norms. The Home Report and the Individual Test Record serve as longitudinal measures of the student's educational progress.

3. Class Record Sheet which presents the scores of all students in the class group, and the mean grade equivalents and percentile score standing for each class mean in each area tested.

The Class Record Sheet is used for developing class profiles, to supplement previous teachers' assessments of pupil skills levels, and at year's end to help evaluate various instructional methodologies.

4. Right Response Record by class, which provides for the teacher a summary of data on the Individual Test Records for the pupils in her class.

The Right Response Record is used by the teacher to determine the educational strengths of the class and to locate areas needing additional emphasis in order to reach goals set forth in curriculum guides and minimum floors.

5. Right Response Summary (by grade levels) provides for the school administrator the percentage of students whose item responses were correct, incorrect or omitted in each skills area and comparisons with percent of correct responses in the standardization population.

The Right Response Summary is used to indicate the instructional strengths and weaknesses in each grade at the local school level. This summary enables the faculty to plan effective remediation.

6. Frequency Distributions (by grade levels) summarize the total range of scores for each grade in all areas tested, the scores at selected percentile levels, the grade median (50th percentile) and the average score for the grade.

The Frequency Distributions are used for developing school profiles, for organizations of class units, for determining the numbers of students having severe educational deficits, the numbers of students who should have enriched programs, and for longitudinal studies of educational progress.

ADDITIONAL REPORTS:

1. Copies of the Class Record Sheets, the Right Response Record and Frequency Distributions sent to the schools are sent to the Pupil Appraisal Section of Pupil Personnel Services. Each of the respective Centers is furnished with these reports for each of the schools served by the respective Centers.

These reports enable the Psychometrists and Educational Specialists to provide individualized services to the schools. They are also available to school psychologists and other supportive staff at the local level

for purposes of individualizing services to schools, teachers, students and parents. The reports in the central office are used for statistical analysis, for approved research studies and as a basis for program evaluation by the instructional and research staff.

2. Right Response Summaries, by grade city-wide, indicate the percent of students whose item responses were correct, incorrect or omitted in each skill and enable comparison with percent of correct responses in the national standardization population.

The Right Response Summaries are used to specify the instructional strength and weakness in the school system as a whole. These data are basic to the works of the instructional, curriculum, administrative and supervisory staff.

3. Frequency Distributions provide summaries of city-wide grade level scores in terms of Large City and National norms.

The Frequency Distributions are used to generate reports to the Superintendent, Board of Education, City Council and Congress of the United States. These reports provide information on which instructional, administrative, and budgetary decisions may be based.

4. Magnetic Tape records of scores are stored in the data retrieval system of the Department of Automated Information Systems.

The Tapes are used for research studies and as a basis for the modification of instructional programs. The tapes assist in the development of a longitudinal approach to test reporting based on the progress of the individual student as he moves through the school system.

Educational Specialists and Psychometrists of the Pupil Appraisal staff will be available through the Pupil Personnel Service Centers to assist school personnel in translating test standings from Large City to National grade equivalent scores.

PUPIL POPULATION

The numbers of students tested in the Fall and Spring testing periods of the Academic Achievement Project were:

Grade	Fall 1970	Spring 1971	Fall 1971
3	12,519	12,600	11,810
4	13,316	13,467	11,968
5	11,536	11,429	12,943
6	10,177	10,340	10,963
7	9,412	9,529	10,532
8	9,110	9,021	9,428
9	7,783	7,833	8,539
Ungraded Classes 4, 5 and 6 (Adams Community School)			177
Total	73,853	74,219	76,360

STANDARDIZATION NORMS GROUPS

"The standardization of CTBS was designed to provide norms for the nation as a whole, as well as for large cities defined as urban centers with school populations greater than 95,000 in 1964-65..... All 50 states and the District of Columbia were represented in the survey, as well as all types of school districts and schools."[1]

"Except for Catholic students no effort was made in the standardization to identify the race, color or creed of the participating students. It can be safely assumed that the minority races, insofar as they are attending public schools, are represented in the national norms... The ratio of each minority group to the total sample can be expected to approximate the ratio of the total number of minority group students to the total school population."[2]

Large City Norms

"The Large City Norms for the Comprehensive Tests of Basic Skills . . . are based on a random sample drawn from school districts 95,000 enrollment and over, stratified by geographic region and Educational-Economic Index. The sample included 12 of the 23 largest school districts, randomly selected within each stratum."[3] Selected schools in the District of Columbia participated in the Large City standardization.

---

[1]Comprehensive Tests of Basic Skills, Bulletin of Technical Data, Form 4, No. 1, October, 1968, California Test Bureau, Monterey, California, page 6.

[2]Ibid., page 11.

[3]Comprehensive Tests of Basic Skills, Large City Norms, 1968 standardization, California Test Bureau, Monterey, California, page 1.

Presentation of Results

Total Reading

City-wide test results for the pre-testing periods Fall 1970 and Fall 1971 are summarized on the following pages. Figure 1 presents the pre-test median grade equivalents for grades 3 through 9 based on National and Large City Norms. Figure 2 compares median grade equivalents for grades 3 through 9, Fall 1971 with Fall 1970 based on National and Large City Norms.

Table I is a tabular presentation of city-wide interquartile ranges (middle 50% of scores) for the pre-testing period for grades 3 through 9 based on National and Large City Norms. Table II is a tabular presentation of city-wide medians based on National and Large City Norms for Grades 3 through 9 for Fall 1969, Fall 1970, Fall 1971 and Spring 1971.

Table III presents the percentile standing based on median scores for grades 3 through 9 for Fall 1969, Fall 1970, Fall 1971 and Spring 1971.

Findings - Figures 1 and 2, Total Reading

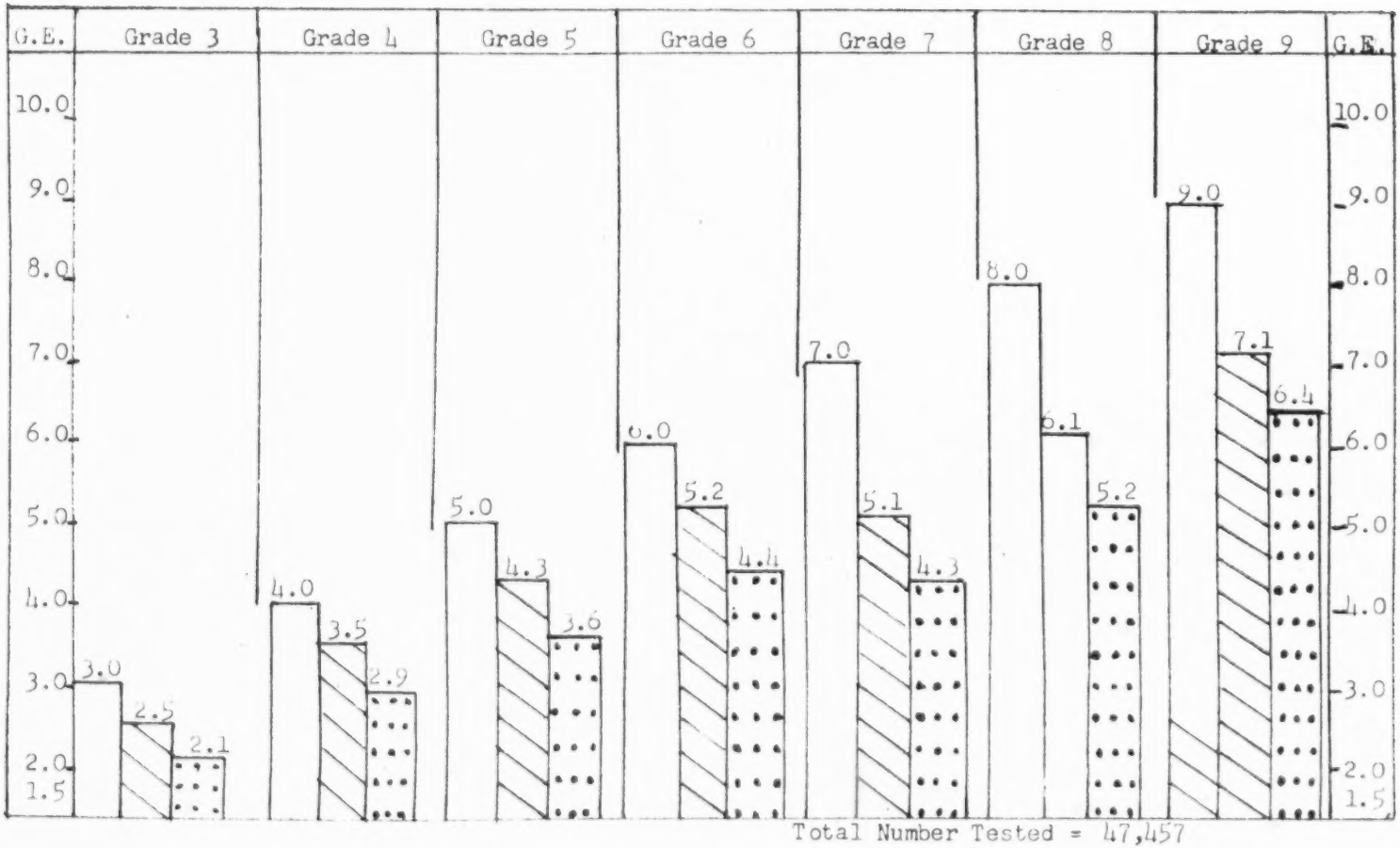
Figure 1 shows that no Total Reading score median of the District of Columbia Public School has reached the median of the norming reference groups, Large City or National, at any grade level as these skills are measured by the Comprehensive Tests of Basic Skills. In elementary schools the grade medians fall below Large City norms by 5, to 8 months, and below National norms by 9 to 14 months. In the junior high schools the deficits were consistently 1 year 9 months below norm in terms of Large City norms and 2 years 6 months to 2 years 8 months below National norms.

Figure 2 indicates improved standing in September 1971 as compared with September 1970 at grades 3, 4 and 5, equal standing at grade 6, and lower standing in grades 7, 8 and 9.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure I

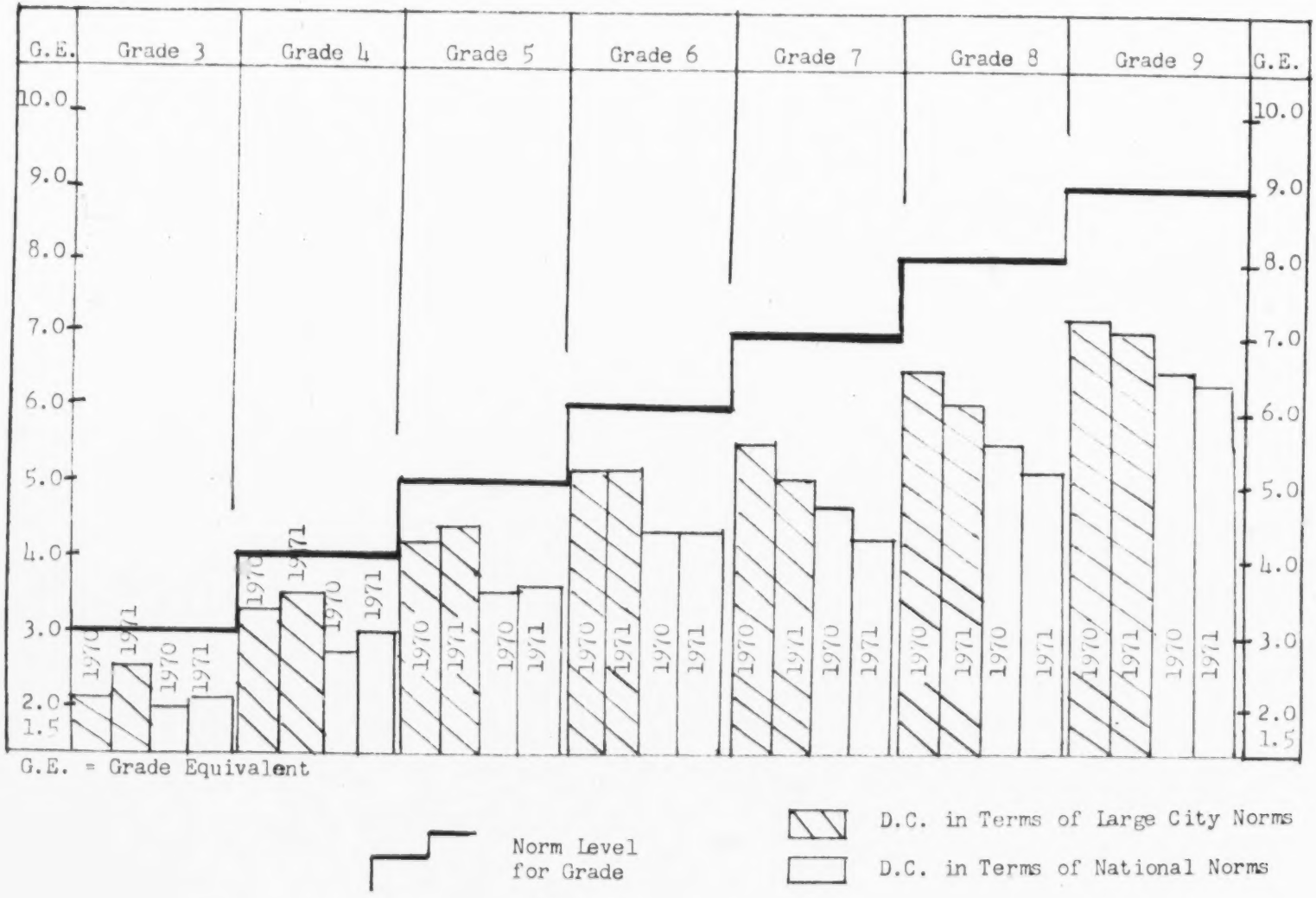
Median Grade Equivalent Scores - TOTAL READING
In Terms of Large City and National Norms
Comprehensive Tests of Basic Skills - Grades 3-9
September 1971



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure 1

Median Grade Equivalent Scores - TOTAL READING
In Terms of Large City and National Norms
Comprehensive Tests of Basic Skills - Grades 3-9
September 1970 and September 1971



Findings - Table I:

Table I presents the interquartile range (middle 50% of scores) in Total Reading for Fall 1970 and 1971 in terms of both National and Large City Norms.

In grade 3, the interquartile range shifted upward from National Grade Equivalents of 1.4 - 2.5 in 1970 to 1.6 - 2.6 in Fall 1971. In terms of Large City Norms the change was from 1.3 - 3.0 to 1.7 - 3.1

In Fall 1971, 48.6% of the third grade pupils in the District of Columbia Public Schools scored one year or more below grade placement level in Total Reading in terms of National norms.

In grade 4, the interquartile range shifted upward from National Grade Equivalents of 2.0 - 3.4 in 1970 to 2.4 - 3.5 in Fall 1971. In terms of Large City Norms the increase was from 2.3 - 4.1 to 2.8 - 4.2.

In Fall 1971, 55.8% of the D. C. fourth grade pupils scored one year or more below grade placement level in Total Reading in terms of National norms.

In grade 5, the interquartile range shifted slightly from National Grade Equivalents of 2.8 - 4.5 in 1970 to 3.0 - 4.3 in Fall 1971. In terms of Large City norms the shift was from 3.4 - 5.3.to 3.6 - 5.1.

In Fall 1971, 66.4% of D. C. fifth grade pupils scored one year or more below grade placement level in Total Reading in terms of National Norms.

(Findings Table I Cont.)

In grade 6, the interquartile range did not change in terms of National Norms between 1970 and 1971. In terms of Large City norms there was a slight shift from grade equivalents 4.1 - 6.5 to 4.2 - 6.5.

In Fall 1971, 66.8% of the D. C. sixth grade students scored one year or more below grade placement level in Total Reading in terms of National norms.

In grade 7, the interquartile range shifted downward from National Grade Equivalents 3.6 - 6.0 in 1970 to 3.3 - 5.7 in Fall 1971. In terms of Large City Norms the change was from 4.2 - 6.8 to 3.9 - 6.6.

In Fall 1971, 78.3 percent of the seventh grade students in the D. C. Public Schools scored one year or more below grade placement level in total reading.

In grade 8, the interquartile range shifted downward from National Grade Equivalents 4.3 - 7.2 in Fall 1970 to 3.9 - 6.9 in Fall 1971. In terms of Large City norms the shift was from 5.0 - 7.8 to 4.5 - 7.4.

In Fall 1971, 76.8 percent of the eighth grade students in D. C. Public Schools scored one year or more below grade placement level in Total Reading.

In grade 9, the interquartile range shifted downward from National Grade Equivalents 5.1 - 8.2 in 1970 to 5.0 - 8.2 in Fall 1971. In terms of Large City norms the change was from 6.0 - 9.1 to 5.9 - 9.2.

(Findings - Table I Cont.)

This difference is slight and the extremes shifted one month farther from the center resulting in a slight expansion of the range in terms of Large City Grade Equivalents.

In Fall 1971, 74.1% of ninth grade students scored one year or more below grade placement level in Total Reading.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table I

Interquartile Range of Scores Expressed in Grade Equivalents
Compared with National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
September 1970 and September 1971

TOTAL READING

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 3			
National Group	2.3	3.0	4.0
D. C. Based on Nat'l Norms			
September 1970	1.4	1.9	2.5
September 1971	1.6	2.1	2.6
Large City Group	2.1	3.0	3.6
D. C. Based on Large City Norms			
September 1970	1.3	2.1	3.0
September 1971	1.7	2.5	3.1

TOTAL READING

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 4			
National Group	3.0	4.0	5.3
D. C. Based on Nat'l Norms			
September 1970	2.0	2.7	3.4
September 1971	2.4	2.9	3.5
Large City Group	3.1	4.0	5.3
D. C. Based on Large City Norms			
September 1970	2.3	3.3	4.1
September 1971	2.8	3.5	4.2
Grade 5			
National Group	3.8	5.0	6.5
D. C. Based on Nat'l Norms			
September 1970	2.8	3.5	4.5
September 1971	3.0	3.6	4.3
Large City Group	4.1	5.0	6.5
D. C. Based on Large City Norms			
September 1970	3.4	4.2	5.3
September 1971	3.6	4.3	5.1

	TOTAL READING		
	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 6			
National Group	4.6	6.0	7.6
D. C. Based on Nat'l Norms			
September 1970	3.5	4.4	5.6
September 1971	3.5	4.4	5.6
Large City Group	4.5	6.0	7.3
D. C. Based on Large City Norms			
September 1970	4.2	5.2	6.5
September 1971	4.2	5.2	6.5
Grade 7			
National Group	5.4	7.0	8.9
D. C. Based on Nat'l Norms			
September 1970	3.6	4.7	6.0
September 1971	3.3	4.3	5.7
Large City Group	5.7	7.0	8.1
D. C. Based on Large City Norms			
September 1970	4.2	5.4	6.8
September 1971	3.9	5.1	6.6

TOTAL READING

	Middle 50% of Scores		
	25th %ile	50th %ile (Middle)	75th %ile
Grade 8			
National Group	6.3	8.0	10.0
D. C. Based on National Norms			
September 1970	4.3	5.4	7.2
September 1971	3.9	5.2	6.9
Large City Group	6.5	8.0	10.0
D. C. Based on Large City Norms			
September 1970	5.0	6.5	7.8
September 1971	4.5	6.1	7.4
Grade 9			
National Group	7.1	9.0	11.0
D. C. Based on Large City Norms			
September 1970	5.1	6.5	8.0
September 1971	5.0	6.4	8.2
Large City Group	7.0	9.0	10.6
D. C. Based on Large City Norms			
September 1970	6.0	7.9	9.1
September 1971	5.9	7.1	9.2

Findings - Table II

Table II presents the median scores in Total Reading, Comprehensive Tests of Basic Skills, for all periods that these tests have been used in the District of Columbia Public Schools.

Between Fall 1970 and Fall 1971 median scores in reading in the elementary grades increased at grade levels 3, 4 and 5, and remained unchanged at grade 6. At the junior high schools the median reading scores dropped at each grade level, markedly significant at grade 7 and grade 8.

In comparison with scores at the three grades tested in November 1969, only at grade 3 level was the median score in Fall 1971 equal to the Fall score 1969, difference in time of testing being taken into consideration.

Comparisons of Spring 1972 with Spring 1971 and between the Fall 1971 and Spring 1972 test results will be made at the end of the school year.

Table II

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
City-Wide Median Scores Expressed in Grade Equivalents Compared with NATIONAL AND LARGE CITY NORMS*

Comprehensive Tests of Basic Skills - Grades 3-9

TOTAL READING

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 3					
National Group	3.2	3.0	3.0	3.7	
D. C. (Based on Nat'l Norm	2.3	1.9	2.1	2.9	
Large City Group	3.2	3.0	3.0	3.7	
D. C. (Based on Large City Norms)	2.7	2.1	2.5	3.5	
Grade 4					
National Group	**	4.0	4.0	4.7	
D. C. (Based on Nat'l Norm)	**	2.7	2.9	3.7	
Large City Group	**	4.0	4.0	4.7	
D. C. (Based on Large City Norms)	**	3.3	3.5	4.3	

*Scores are to be compared with national or large city reference groups at time of testing only.

**No testing at this grade in Fall 1969.

TOTAL READING

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 5					
National Group	**	5.0	5.0	5.7	
D. C. (Based on Nat'l Norm)	**	3.5	3.6	4.5	
Large City Group	**	5.0	5.0	5.7	
D. C. (Based on Large City Norms)	**	4.2	4.3	5.4	
Grade 6					
National Group	6.2	6.0	6.0	6.7	
D. C. (Based on Nat'l Norm)	4.8	4.4	4.4	5.4	
Large City Group	6.2	6.0	6.0	6.7	
D. C. (Based on Large City Norms)	5.7	5.2	5.2	6.3	
Grade 7					
National Group	**	7.0	7.0	7.7	
D. C. (Based on Nat'l Norm)	**	4.7	4.3	5.6	
Large City Group	**	7.0	7.0	7.7	
D. C. (Based on Large City Norms)	**	5.0	5.1	6.5	

** No testing at this grade in Fall 1969.

TOTAL READING

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 8					
National Group	**	8.0	8.0	8.7	
D. C. (Based on Nat'l Norm)	**	5.6	5.2	6.6	
Large City Group	**	8.0	8.0	8.7	
D. C. (Based on Large City Norms)	**	6.5	6.1	7.2	
Grade 9					
National Group	9.2	9.0	9.0	9.7	
D. C. (Based on Nat'l Norm)	7.0	6.5	6.4	7.5	
Large City Group	9.2	9.0	9.0	9.7	
D. C. (Based on Large City Norms)	7.5	7.2	7.1	8.6	

**No testing at this grade in Fall 1969.

Findings - Table III

Table III presents median scores in Total Reading, Comprehensive Tests of Basic Skills, expressed in percentile standings for grades 3 through 9 for all administrations of these tests in the District of Columbia Public Schools. Percentiles are a more precise statement of comparative standing than grade equivalents since percentiles can be interpreted uniformly at different periods in time and across grade levels.

In grade 3 percentile standings improved in Fall 1971 compared to Fall 1970 but did not reach Fall 1969 levels. Eighty (80) percent of students in the National comparison group and 67% of the Large City comparison group equalled or exceeded the fiftieth percentile score in reading of District of Columbia Public School pupils in Fall 1971.

In grade 4 percentile standings improved in Fall 1971 over those of Fall 1970. Seventy-nine (79) percent of students in the National norming population and 67% of students in the Large City norming population equalled or exceeded the median reading score of District of Columbia Public School pupils in Fall 1971.

In grade 5 percentile standings increased slightly between Fall 1970 and Fall 1971. Seventy-nine (79) percent of students in the National norming population and 67% of students in the Large City norming population equalled or exceeded the median reading score of District of Columbia Public School pupils in Fall 1971.

In grade 6 percentile standings in reading did not change between

(Table III, Cont.)

Fall 1970 and Fall 1971 and did not reach the levels of Fall 1969. Seventy-seven (77) percent of students in the National comparison group and 65% of students in the Large City comparison group equalled or exceeded the median score of the District of Columbia Public School pupils in Fall 1971.

In grade 7 percentile standing declined sharply from Fall 1970 to Fall 1971. Eighty-eight (88) percent of students in the National comparison group and 81% students in the Large City comparison group equalled or exceeded the median score of the District of Columbia Public School pupils in Fall 1971.

In grade 8 percentile standing declined in Fall 1971 compared with Fall 1970. Eighty-six (86) percent of students in the National comparison group and 79% of students in the Large City comparison group equalled or exceeded the median reading score of District of Columbia Public School pupils in Fall 1971.

In grade 9 percentile standings declined by one percentile point in Fall 1971 compared with Fall 1970. Eighty-two (82) percent of students in the Large City comparison group exceeded the median reading score of District of Columbia Public School pupils in Fall 1971.

Table III

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
Percentile Standings of Median Scores
In Terms of National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
Fall 1969 - 1971 and Spring 1971

TOTAL READING

	Fall 1969	Fall 1970	Fall 1971	Spring 1971
National & Large City %ile	50th	50th	50th	50th
Grade 3				
D. C. Based on National Norm	25th	15th	20th	28th
D. C. Based on Large City Norm	40th	27th	33rd	44th
Grade 4				
D. C. Based on National Norm	*	17th	21st	29th
D. C. Based on Large City Norm	*	29th	34th	42nd
Grade 5				
D. C. Based on National Norm	*	19th	21st	28th
D. C. Based on Large City Norm	*	30th	33rd	44th
Grade 6				
D. C. Based on National Norm	28th	23rd	23rd	30th
D. C. Based on Large City Norm	43rd	35th	35th	43rd
Grade 7				
D. C. Based on National Norm	*	19th	12th	19th
D. C. Based on Large City Norm	*	28th	19th	27th

*Not tested at this grade in November 1969.

Percentile Standings of Median Scores
In Terms of National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
Fall 1969 - 1971 and Spring 1971

TOTAL READING

	Fall 1969	Fall 1970	Fall 1971	Spring 1971
National & Large City %ile	50th	50th	50th	50th
Grade 8				
D. C. Based on National Norm	*	17th	14th	24th
D. C. Based on Large City Norm	*	25th	21st	35th
Grade 9				
D. C. Based on National Norm	24th	19th	18th	24th
D. C. Based on Large City Norm	34th	28th	27th	33rd

*Not tested at this grade in November 1969.

Presentation of Results

TOTAL ARITHMETIC

City-wide test results for the pre-testing period are summarized on the following pages. Figure 3 presents the pre-test median grade equivalents for grades 3 through 9 based on National and Large City Norms. Figure 4 presents median grade equivalents for grades 3 through 9 based on National and Large City Norms for Fall 1971 and Fall 1970.

Table IV is a tabular presentation of city-wide interquartile ranges (middle 50% of scores) for the pre-testing period for grades 3 through 9 based on National and Large City Norms. Table V is a tabular presentation of city-wide medians based on National and Large City Norms for grades 3 through 9 for Fall 1969, Fall 1970, Fall 1971 and Spring 1971.

Table VI presents the percentile standing in grades 3 through 9 for Fall 1969, Fall 1970, Fall 1971 and Spring 1971.

Findings - Figures 3 and 4, Total Arithmetic

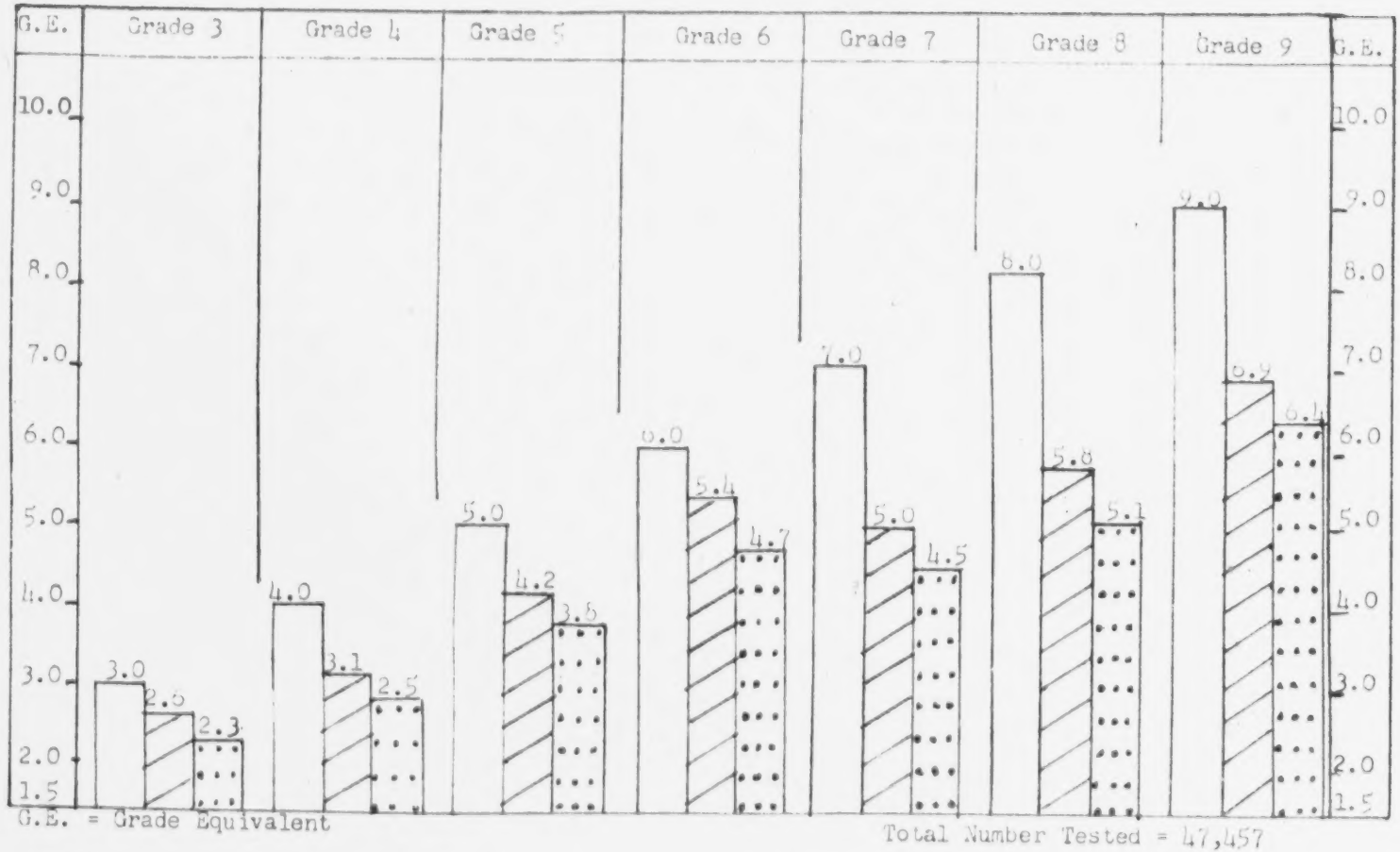
Figure 3 shows that at no grade level did the median score reach norm levels, Large City or National reference groups, in Total Arithmetic as measured by the Comprehensive Tests of Basic Skills. In the District of Columbia Public School elementary grades the medians fell below the Large City norms by from 4 to 9 months and below the National norms by from 7 months to 1 year 3 months. At the junior high school level the medians fell below the Large City norms by from 2 years to 2 years 2 months and below the National norms by 2 years 5 months to to 2 years 9 months.

Figure 4 shows that when score standings in Fall 1971 are compared with those of Fall 1970 there were improvements at grades three, five and six, a decline at grades four, seven, eight, and no change at grade nine.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure 3

Median Grade Equivalent Scores - TOTAL ARITHMETIC
In Terms of Large City and National Norms
Comprehensive Tests of Basic Skills - Grades 3-9
September 1971



G.E. = Grade Equivalent

Total Number Tested = 47,457

Norm Group Level (Nat'l & Large City)

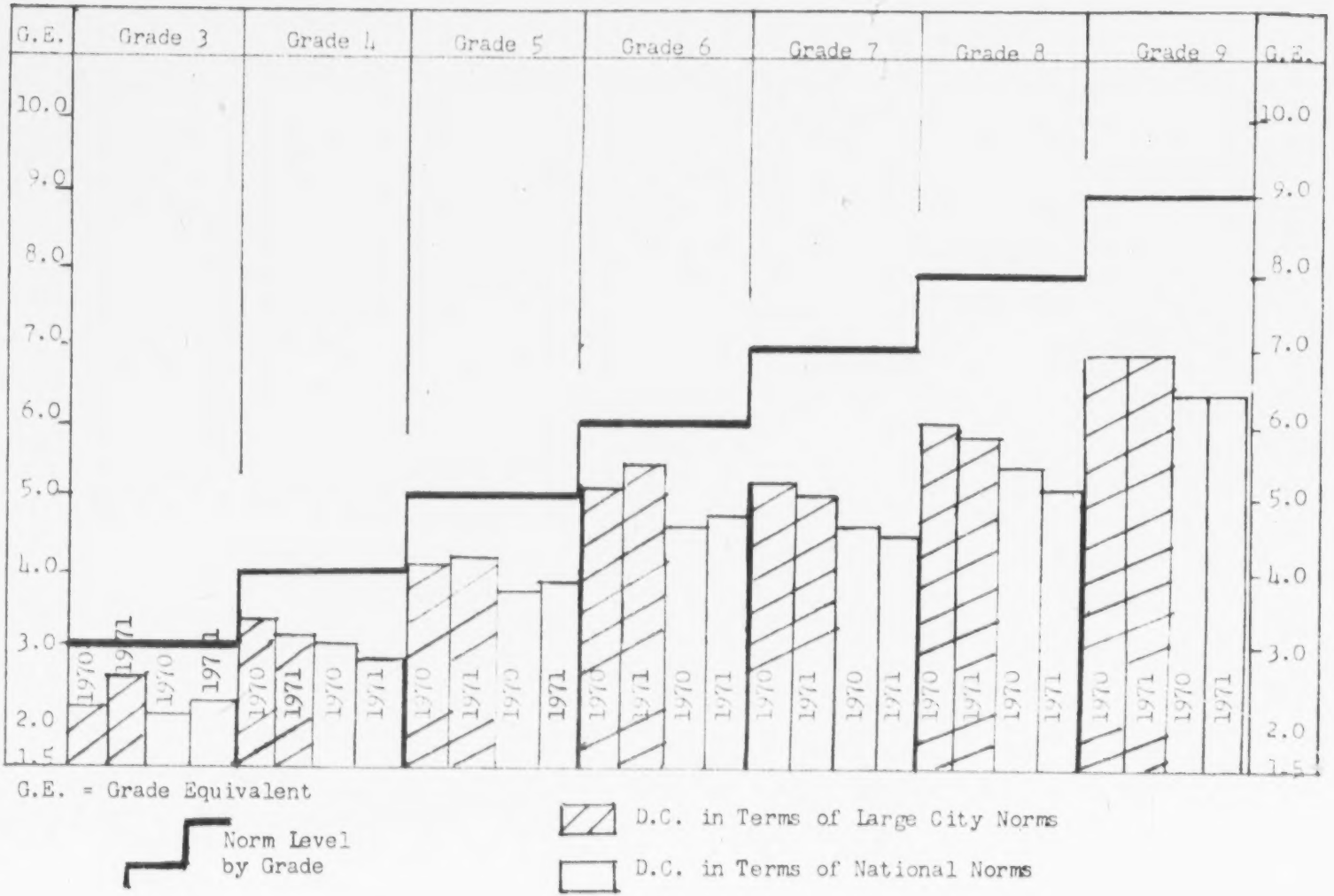
D. C. in Terms of Large City Norms

D. C. in Terms of National Norms

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Figure 4

Median Grade Equivalent Scores - TOTAL ARITHMETIC
In Terms of Large City and National Norms
Comprehensive Tests of Basic Skills - Grades 3-9
September 1970 and September 1971



G.E. = Grade Equivalent

Norm Level by Grade

D.C. in Terms of Large City Norms

D.C. in Terms of National Norms

Findings - Table IV:

Table IV presents the interquartile range (middle 50%) of scores in Total Arithmetic for Fall 1970 and Fall 1971 in terms of National and Large City norms.

In grade 3, the interquartile range shifted upward from the National Grade Equivalents of 1.9 - 2.5 to 2.1 - 2.7 in Fall 1971. In terms of Large City norms the change was from 1.6 - 2.8 to 1.9 - 3.0.

In Fall 1971, 23.1% of third grade pupils scored one year or more below grade placement level in Total Arithmetic in terms of National norms.

In grade 4, the interquartile range shifted slightly downward from National Grade Equivalents of 2.5 - 3.4 to 2.3 - 3.4 in Fall 1971. In terms of Large City norms the change was from 2.8 - 3.8 to 2.5 - 3.8.

In Fall 1971, 64.9% of fourth grade pupils scored one year or more below grade placement level in Total Arithmetic in terms of National norms.

In grade 5, the interquartile range shifted very slightly upward in terms of National Grade Equivalents of 3.1 - 4.4 to 3.1 - 4.5 in Fall. In terms of Large City norms the shift was from 3.5 - 4.9 to 3.5 - 5.1.

In Fall 1971, 57.4% of fifth grade pupils scored one year or more below grade placement level in Total Arithmetic in terms of National norms.

In grade 6, the interquartile range shifted slightly upward from the National Grade Equivalents of 3.8 - 5.4 to 3.9 - 5.6 in Fall 1971. In terms of Large City norms the shift was from 4.2 - 6.1 to 4.3 - 6.3.

Findings - Table IV cont.

In Fall 1971, 60.5% of sixth grade pupils scored one year or more below grade placement level in Total Arithmetic in terms National norms.

In grade 7, the interquartile range shifted downward from the National Grade Equivalents of 3.8 - 5.5 to 3.6 - 5.4 in Fall 1971. In terms of Large City norms the shift was from 4.2 - 6.2 to 4.0 - 6.1.

In Fall 1971, 83.1% of seventh grade pupils scored one year or more below grade placement level in Total Arithmetic in terms of National norms.

In grade 8, the interquartile range shifted downward from the National Grade Equivalents of 4.4 - 6.7 to 4.2 - 6.5 in Fall 1971. In terms of Large City norms the shift was from 5.0 - 7.2 to 4.6 - 7.0.

In Fall 1971, 82% of eighth grade pupils scored one year or more below grade placement level in Total Arithmetic in terms of National norms.

In grade 9, the interquartile range showed no change at the lower end and one month upward at the upper limit in terms of National and Large City Grade Equivalents from Fall 1970 to Fall 1971.

In Fall 1971, 75.2% of ninth grade pupils scored one or more year below grade placement level in Total Arithmetic in terms of National norms.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Table IV

Interquartile Range of Scores Expressed in Grade Equivalents
Compared with National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
September 1970 and September 1971

TOTAL ARITHMETIC

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 3			
National Group	2.5	3.0	3.5
D. C. Based on Nat'l Norm			
September 1970	1.9	2.2	2.5
September 1971	2.1	2.3	2.7
Large City Group	2.4	3.0	3.6
D. C. Based on Large City Norms			
September 1970	1.6	2.2	2.8
September 1971	1.9	2.6	3.0

TOTAL ARITHMETIC

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 4			
National Group	3.4	4.0	4.8
D. C. Based on Nat'l Norms			
September 1970	2.5	3.0	3.4
September 1971	2.3	2.8	3.4
Large City Group	3.3	4.0	5.0
D. C. Based on Large City Norms			
September 1970	2.8	3.3	3.8
September 1971	2.5	3.1	3.8
Grade 5			
National Group	4.2	5.0	5.9
D. C. Based on Nat'l Norms			
September 1970	3.1	3.7	4.4
September 1971	3.1	3.8	4.5
Large City Group	4.1	5.0	6.0
D. C. Based on Large City Norms			
September 1970	3.5	4.1	4.9
September 1971	3.5	4.2	5.1

TOTAL ARITHMETIC

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 6			
National Group	4.9	6.0	7.3
D. C. Based on Nat'l Norms			
September 1970	3.8	4.6	5.4
September 1971	3.9	4.7	5.6
Large City Group	4.8	6.0	7.2
D. C. Based on Large City Norms			
September 1970	4.2	5.1	6.1
September 1971	4.3	5.4	6.3
Grade 7			
National Group	5.6	7.0	8.5
D. C. Based on Nat'l Norms			
September 1970	3.8	4.6	5.5
September 1971	3.6	4.5	5.4
Large City Group	5.7	7.0	8.9
D. C. Based on Large City Norms			
September 1970	4.2	5.2	6.2
September 1971	4.0	5.0	6.1

TOTAL ARITHMETIC

	Middle 50% of Scores		
	25th %ile	50th %ile (Median)	75th %ile
Grade 5			
National Group	4.4	5.0	5.4
D. C. Based on Nat'l Norms			
September 1970	4.4	5.4	6.7
September 1971	4.2	5.1	6.5
Large City Group	4.4	5.0	5.7
D. C. Based on Large City Norms			
September 1970	5.0	6.1	7.2
September 1971	4.6	5.8	7.0
Grade 9			
National Group	7.4	8.0	11.1
D. C. Based on Nat'l Norms			
September 1970	5.1	6.4	7.9
September 1971	5.1	6.4	8.0
Large City Group	7.4	9.0	10.5
D. C. Based on Large City Norms			
September 1970	5.8	6.9	8.7
September 1971	5.8	6.9	8.8

Findings - Table V

Table V presents the median scores for Total Arithmetic, Comprehensive Tests of Basic Skills, in grades 3-9 for all testing periods from Fall 1969 through September 1971 in the District of Columbia Public Schools.

Between Fall 1970 and Fall 1971 median score percentiles in arithmetic in elementary grades increased at grade levels 3, 5 and 6 but decreased at grade 4. At the junior high schools median score percentiles decreased at grades 7 and 8 but there was no significant change at grade 9.

In comparison with scores at grades 3, 6 and 9 tested in November 1969, median scores in Total Arithmetic at grades 3 and 6 in Fall 1971 equalled those of the earlier testing programs, differences in time of testing being taken into consideration.

Comparisons of Spring 1971 with Spring 1970 and between Fall 1971 and Spring 1972 test results will be made at the end of the school year.

Table V

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
City-Wide Median Scores Expressed in Grade Equivalents Compared with
NATIONAL AND LARGE CITY NORMS*

Comprehensive Tests of Basic Skills - Grades 3-9

TOTAL ARITHMETIC

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 3					
National Group	3.2	3.0	3.0	3.7	
D. C. (Based on Nat'l Norm)	2.5	2.1	2.3	3.2	
Large City Group	3.2	3.0	3.0	3.7	
D. C. (Based on Large City Norms)	2.7	2.2	2.6	3.6	
Grade 4					
National Group	**	4.0	4.0	4.7	
D. C. (Based on Nat'l Norm)	**	3.0	2.8	3.9	
Large City Group	**	4.0	4.0	4.7	
D. C. (Based on Large City Norms)	**	3.3	3.1	4.4	

*Scores are to be compared with national or large city reference groups at time of testing only.

**No testing at this grade in Fall 1969.

TOTAL ARITHMETIC

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 5					
National Group	**	5.0	5.0	5.7	
D. C. (Based on Nat'l Norm)	**	3.7	3.8	4.8	
Large City Group	**	5.0	5.0	5.7	
D. C. (Based on Large City Norms)	**	4.1	4.2	5.4	
Grade 6					
National Group	6.2	6.0	6.0	6.7	
D. C. (Based on Nat'l Norm)	4.8	4.6	4.7	5.6	
Large City Group	6.2	6.0	6.0	6.7	
D. C. (Based on Large City Norms)	5.5	5.1	5.4	6.2	
Grade 7					
National Group	**	7.0	7.0	7.7	
D. C. (Based on Nat'l Norm)	**	4.6	4.5	5.5	
Large City Group	**	7.0	7.0	7.7	
D. C. (Based on Large City Norms)	**	5.2	5.0	6.2	

**No testing at this grade in Fall 1969.

TOTAL ARITHMETIC

	Median Grade Equivalents				
	Fall 1969	Fall 1970	Fall 1971	Spring 1971	Spring 1972
Grade 8					
National Group	**	8.0	8.0	8.7	
D. C. (Based on Nat'l Norm)	**	5.4	5.1	6.5	
Large City Group	**	8.0	8.0	8.7	
D. C. (Based on Large City Norms)	**	6.1	5.8	7.1	
Grade 9					
National Group	9.2	9.0	9.0	9.7	
D. C. (Based on Nat'l Norm)	7.0	6.4	6.4	7.4	
Large City Group	9.2	9.0	9.0	9.7	
D. C. (Based on Large City Norms)	7.5	6.9	6.9	8.0	

**No testing at this grade in Fall 1969.

Findings - Table VI

Table VI presents median scores in Total Arithmetic, Comprehensive Tests of Basic Skills, expressed in percentile standings for grades 3 through 9 for all administrations of these tests in the District of Columbia Public School System. Percentiles are a more precise statement of comparative standing than grade equivalents since percentiles can be interpreted uniformly at different periods in time and across grade levels.

In grade 3 percentile standing improved in Fall 1971 when compared with Fall 1970 but did not reach Fall 1969 levels. Eighty-four (84) percent of students in the National comparison group and 71% of pupils in the Large City reference population equalled or exceeded the median score in arithmetic of District of Columbia Public School pupils in Fall 1971.

In grade 4 percentile standing dropped from Fall 1970 to Fall 1971. Ninety-one (91) percent of students in the National reference group and 83% in the Large City comparison group scored above the median arithmetic score of District of Columbia 4th grade pupils in Fall 1971.

In grade 5 there was a one percentile point improvement in Fall 1971 compared with Fall 1970. Eighty-four (84) percent of students in the National reference group and 73% of students in the large City reference group scored at or above the District of Columbia Public School median in arithmetic in Fall 1971.

(Table VI, cont.)

In grade 6 percentile standing improved between Fall 1970 and Fall 1971 and is within one point of the Fall 1969 standing in terms of National norms, although four points below the 1969 Large City percentile standing. Seventy-seven (77) percent of students in the National reference group and 65% of the Large City comparison group equalled or exceeded the median arithmetic score of District of Columbia Public School pupils in Fall 1971.

In grade 7 percentile standings in Fall 1971 were slightly below those of Fall 1970. Ninety (90) percent of students in the National comparison group and 84% of the Large City reference group equalled or exceeded the arithmetic score of District of Columbia Public School pupils in Fall 1971.

In grade 8 percentile standings declined slightly between Fall 1970 and Fall 1971. Eighty-nine percent of students in the National reference group and 82% of students in the Large City comparisons population equalled or exceeded the arithmetic median scores of District of Columbia public schools pupils in Fall 1971.

In grade 9 there was no significant change in percentile standing between Fall 1970 and Fall 1971. Eighty-five (85) percent of pupils in the National reference group and 78% of pupils in the Large City reference group equalled or exceeded the median arithmetic scores of District of Columbia Public School pupils in Fall 1971.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
Percentile Standings of Median Scores
In Terms of National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
Fall 1969 - 1971 and Spring 1971

TOTAL ARITHMETIC

	Fall 1969	Fall 1970	Fall 1971	Spring 1971
National & Large City %ile	50th	50th	50th	50th
Grade 3				
D. C. Based on National Norm	25th	9th	16th	29th
D. C. Based on Large City Norm	35th	17th	29th	46th
Grade 4				
D. C. Based on National Norm	*	14th	9th	26th
D. C. Based on Large City Norm	*	25th	17th	39th
Grade 5				
D. C. Based on National Norm	*	15th	16th	29th
D. C. Based on Large City Norm	*	26th	27th	45th
Grade 6				
D. C. Based on National Norm	24th	20th	23rd	29th
D. C. Based on Large City Norm	39th	31st	35th	40th
Grade 7				
D. C. Based on National Norm	*	11th	10th	17th
D. C. Based on Large City Norm	*	18th	16th	26th

*Not tested at this grade in November 1969.

Percentile Standings of Median Scores
In Terms of National and Large City Norms

Comprehensive Tests of Basic Skills - Grades 3-9
Fall 1969 - 1971 and Spring 1971

TOTAL ARITHMETIC

	Fall 1969	Fall 1970	Fall 1971	Spring 1971
National & Large City %ile	50th	50th	50th	50th
Grade 8				
D. C. Based on National Norm	*	14th	11th	21st
D. C. Based on Large City Norm	*	21st	18th.	30th
Grade 9				
D. C. Based on National Norm	21st	14th	15th	18th
D. C. Based on Large City Norm	30th	22nd	22nd	26th

*Not tested at this grade in November 1969.

Summary

Total Reading:

A comparison of relative standings in the pre-test phases in reading based on Large City Norms indicates improvement in grades 3, 4, and 5; constant standing at grade 6; and a drop in scores for grades 7, 8, and 9.

Based on National Norms in reading, the comparison for the pre-testing phases, 1970 and 1971, indicates an increase in scores in reading for grades 3, 4, and 5; constancy at grade 6; and a drop in scores for grades 7, 8, and 9. It becomes apparent then that the drop in scores over the junior high school grades is fairly consistent in reading, and we recommend that an appropriate instructional focus be designed to intervene with respect to this cummulative loss.

Total Arithmetic:

A comparison of relative standings in the pre-test phases in arithmetic based on Large City Norms indicates improvement in grades 3, 5, and 6; constant standing at grade 9; and a drop in scores for grades 4, 7, and 8.

Based on National Norms in arithmetic, the comparison for the pre-testing phase, 1970 and 1971, indicates an increase in scores in reading for grades 3, 5, and 6; constant standing at grade 9; and a drop in scores for grades 4, 7, and 8. The tendency toward cummulative deficiency in arithmetic also requires that an appropriate instructional focus be designed.

TEST RESULTS BY INDIVIDUAL SCHOOLS

READING

GRADES 3 through 9

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 3		
Large City Group	3.0	3.0
D. C. (Based on Large City Group)	2.1	2.5
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	2.2	2.5
Aiton	1.9	2.3
Amidon	2.1	2.3
Bancroft*	1.4	2.1
Barnard	2.5	3.0
Beers	2.9	2.9
Benning	3.7	3.5
Birney***	1.5	2.2
Blair-Ludlow-Taylor**	1.8	1.9
Blow-Pierce	2.0	2.4

* = Model School; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
Bowen A.	No Third Grade	No Third Grade
Brent	2.4	2.8
Brightwood	2.3	2.9
Brookland	2.1	2.4
Bruce*	2.2	2.7
Bryan	2.4	2.5
Buchanan	2.1	2.3
Bundy*+	1.7	2.0
Bunker Hill	2.7	2.8
Burroughs	3.2	3.1
Burrville	2.2	2.2
Carver	1.9	2.1
Clark	2.5	2.8
Cleveland*+	1.7	2.0
Congress Heights Annex***	2.2	2.7
Cook, J. T.**	2.2	2.2
Cooke, J. D.*	1.6	2.2
Crummell	2.1	2.3
Davis	2.1	2.6
Draper***	2.3	2.2
Drew	2.1	2.3

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
Eaton	4.[illegible]	3.8
Eckington	2.0	2.4
Edmonds**	2.0	2.0
Emery	2.0	2.0
Fillmore	1.[illegible]	2.8
Gage	2.5	2.1
Garfield	2.[illegible]	2.4
Garrison *+	1.[illegible]	2.2
Gibbs	2.0	2.5
Giddings	2.[illegible]	1.9
Goding**	2.[illegible]	2.0
Green***	2.[illegible]	2.7
Grimke *+	1.[illegible]	1.9
Hardy	3.[illegible]	4.4
Harris	2.[illegible]	2.2
Harrison *+	1.8	2.7
Hearst	5.[illegible]	4.3
Hendley	1.[illegible]	2.0
Hendley II	2.1	2.1
Houston	1.[illegible]	2.1
Hyde	2.[illegible]	2.8

*+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
Jackson	3.5	Closed
Janney	4.2	4.2
Keene	2.8	3.0
Kenilworth	2.5	2.2
Ketcham	1.9	2.2
Ketcham Annex	No Separate Scores	
Key	4.2	4.0
Kimball	2.1	2.6
Kingsman	2.5	2.6
Lafayette	4.8	4.9
Langdon	2.0	2.2
Langston**	No Third Grade	No Third Grade
LaSalle	2.9	3.2
Leckie	2.9	2.2
Lenox Annex	1.9	2.0
Lewis**	2.9	2.8
Logan**	1.9	2.2
Loveley	1.9	1.9
Madison**	2.0	1.9
Mann	4.0	3.6
Maury	2.1	2.3

** = Title 1

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
McGogney***	1.7	
McGorney Annex***	2.0	2.3
Merritt	2.1	2.2
Meyer*	1.6	2.2
Miner	1.9	2.7
Monroe*	1.9	2.2
Montgomery*+	1.5	2.1
Morse*+	1.8	Closed
Moten ***	2.1	2.3
Mott**	2.1	2.0
Murch	5.0	4.6
Nalle	2.1	2.3
Nichols Avenue	2.1	2.7
Noyes	2.0	2.5
Orr	2.6	2.4
Oyster	3.7	3.0
Park View*	2.0	2.3
Patterson	2.5	2.7
Payne	2.0	2.1
Peabody	1.9	2.0
Perry**	No Third Grade	No Third Grade

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
Petworth	2.8	2.5
Plummer	2.6	2.7
Powell & Annex	2.8	3.0
Randle Highlands	2.0	2.3
Raymond*	2.0	2.5
Richardson	1.9	2.5
River Terrace	2.8	2.8
Rudolph	2.1	2.6
Savoy***	1.8	2.3
Seaton*+	1.7	2.5
Shadd	1.8	1.9
Sharpe Health	2.2	3.1
Shepherd	3.9	4.6
Simmons**	2.1	2.2
Simon	2.2	2.5
Slater**	2.1	2.0
Stowe	2.4	2.4
Smothers	2.1	2.7
Stanton & Annex	2.1	2.5
Stevens	2.0	2.3
Stoddert	3.7	3.9

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 3	Median Grade Equivalents September 1970	September 1971
Sumner	1.4	1.7
Syphax	No Third Grade	No Third Grade
Takoma	2.7	3.0
Thomas	2.0	2.1
Thomson	2.6	2.7
Truesdell	2.1	2.5
Tubman *	1.9	2.0
Turner ***	2.1	2.2
Tyler	1.6	2.1
Van Ness	1.8	2.5
Walker-Jones **	1.8	2.1
Watkins	1.9	2.3
Weatherless	Not Open	2.2
Webb, R. K.	2.3	2.7
West	2.8	3.1
Wheatley	2.4	2.6
Whittier	2.8	2.9
Wilson, J. O.**	1.6	2.3
Woodridge	2.7	2.5
Young	2.4	2.3

* = Model School; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 4		
Large City Group	4.0	4.0
D. C. (Based on Large City Group)	3.3	3.5
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	3.7	Ungraded
Aiton	2.8	3.4
Amidon	3.0	3.5
Bancroft*	3.1	3.3
Barnard	3.4	4.0
Beers	3.7	3.9
Benning	4.4	4.0
Birney***	2.1	3.2
Blair-Ludlow-Taylor**	3.0	3.3
Blow-Pierce	3.3	3.7

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
Bowen A.	No Fourth Grade	No Fourth Grade
Brent	3.3	3.6
Brightwood	4.0	4.1
Brookland	3.1	3.5
Bruce*	3.7	3.5
Bryan	3.2	3.3
Buchanan	3.0	3.7
Bundy*+	2.6	3.1
Bunker Hill	3.7	3.8
Burroughs	4.3	4.2
Burrville	2.8	3.2
Carver	3.2	3.5
Clark	3.6	3.4
Cleveland*+	2.4	3.5
Congress Hts., & Annex***	3.4	3.5
Cook, J. F.**	2.9	3.4
Cooke, H. D.*	2.7	3.4
Crummell	3.0	3.0
Davis	3.4	3.6
Draper***	3.2	3.3
Drew	3.3	3.6

* = Model School; *+= Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
Eaton	5.1	6.4
Eckington	2.9	3.5
Edmonds **	3.6	3.8
Emery	3.3	3.5
Fillmore	4.1	3.9
Gage	2.9	3.3
Garfield	3.3	3.5
Garrison **	3.0	3.2
Gibbs	3.3	3.8
Giddings	2.9	3.3
Goding **	3.1	3.2
Green ***	3.4	3.6
Grimke *+	2.7	3.4
Hardy	4.4	3.9
Harris	3.3	3.5
Harrison *+	3.4	3.5
Hearst	6.2	6.0
Hendley	3.4	3.5
Hendley Annex II	3.3	3.4
Houston	2.8	3.1
Hyde	3.7	3.5

*+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
Jackson	4.3	Closed
Janney	5.1	4.8
Keene	4.0	3.8
Kenilworth	2.8	3.0
Ketcham	3.2	3.5
Ketcham Annex	No Separate Scores	2.9
Key	3.6	4.4
Kimball	3.1	3.6
Kingsman	3.5	4.0
Lafayette	6.5	6.2
Langdon	3.4	3.4
LaSalle	4.2	3.9
Leckie	3.8	3.6
Lenox & Annex	2.5	2.9
Lewis**	2.3	3.6
Logan**	2.2	3.3
Lovejoy	3.3	3.1
Madison**	3.0	3.3
Mann	4.9	5.7
Maury	3.6	3.5
McGorney	3.3	3.5

** = Title I

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
McGogney Annex ***	2.8	3.2
Merritt	3.0	3.6
Meyer *	2.9	3.3
Miner	3.2	3.5
Monroe *	3.4	3.4
Montgomery*+	No Fourth Grade	3.5
Morse*+	3.2	Closed
Moten ***	3.4	3.5
Mott**	2.3	3.2
Murch	5.6	5.7
Nalle	2.8	3.4
Nichols Avenue	No Fourth Grade	No Fourth Grade
Noyes	3.7	3.6
Orr	3.2	3.5
Oyster	4.2	4.4
Park View*	3.4	3.4
Patterson	3.6	3.8
Payne	2.3	3.5
Peabody	2.6	3.3
Perry**	--	No Fourth Grade
Petworth	4.1	3.7

* = Model School; *+ = Models and Title I; ** = Title I; *** = Anacostia Project;

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
Plummer	3.3	3.7
Powell	3.4	3.9
Powell Annex	No Separate Scores	3.8
Randle Highlands	4.0	3.7
Raymond*	3.2	3.6
Richardson	3.4	3.6
River Terrace	3.6	3.5
Rudolph	3.4	3.9
Savoy***	3.3	3.5
Seaton*+	3.2	3.3
Shadd	2.9	3.3
Sharpe Health	Did Not Test	--
Shepherd	5.4	5.1
Simmons**	3.0	3.2
Simon	3.3	3.1
Slater-Langston**	3.1	3.8
Slowe	3.3	3.6
Smothers	3.3	3.5
Stanton & Annex	3.4	3.3
Stevens	3.3	3.5
Stoddert	5.8	5.4

* = Model; *+ = Model Schools and Title I; **= Title I; *** = Anacostia Project;

-- = Group size less than 10, not computed

TOTAL READING

Grade 4	Median Grade Equivalents September 1970	September 1971
Sumner	3.1	3.8
Syphax	No Fourth Grade	No Fourth Grade
Takoma	4.3	3.9
Thomas	3.2	3.7
Thomson	3.5	3.7
Truesdell	3.1	3.5
Tubman*	2.7	3.3
Turner***	3.3	3.5
Tyler	2.1	3.4
Van Ness	2.7	3.5
Walker-Jones**	2.8	3.3
Watkins	2.9	3.1
Weatherless	Not Open	3.8
Webb, R. K.	3.4	3.9
West	4.0	3.9
Wheatley	3.3	3.8
Whittier	3.6	3.9
Wilson, J. O.**	2.7	3.3
Woodridge	3.7	3.4
Young	3.6	3.8

* = Model School; ** = Title I; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 5		
Large City Group	5.0	5.0
D. C. (Based on Large City Norm)	4.2	4.3
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	4.0	Ungraded
Aiton	3.8	4.1
Amidon	No Fifth Grade	No Fifth Grade
Bancroft*	3.9	4.0
Barnard	4.5	4.8
Beers	4.8	4.5
Benning	5.1	5.4
Birney***	3.7	4.0
Blair-Ludlow-Taylor**	3.7	4.0
Blow-Pierce	4.1	4.1

* = Model School; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
Bowen, A.	4.0	4.1
Brent	4.8	5.4
Brightwood	5.4	4.7
Brookland	4.4	4.2
Bruce*	4.2	4.3
Bryan	4.5	4.4
Buchanan	4.1	4.3
Bundy**	3.6	3.9
Bunker Hill	5.2	4.6
Burroughs	4.8	5.0
Burrville	3.6	4.3
Carver	3.6	3.9
Clark	4.3	4.5
Cleveland**	3.6	4.0
Congress Heights & Annex***	4.4	4.2
Cook, J. F.**	3.6	4.0
Cooke, H. D.*	3.7	3.9
Crummell	3.9	4.1
Davis	4.3	4.3
Draper*	4.3	4.2
Drew	3.8	4.1

* = Model School; ** = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
Eaton	6.9	6.8
Eckington	3.6	4.1
Edmonds**	4.4	4.2
Emery	4.1	4.6
Fillmore	6.6	5.6
Gage	3.9	4.4
Garfield	4.3	4.3
Garrison*+	3.8	4.0
Gibbs	4.0	4.0
Giddings	3.3	3.9
Goding**	4.0	4.1
Green***	4.1	4.4
Grimke*+	3.6	3.7
Hardy	4.5	4.5
Harris	3.7	4.1
Harrison*+	3.4	4.2
Hearst	6.7	6.6
Hendley	4.2	4.3
Hendley Annex II		4.5
Houston	4.3	3.9
Hyde	5.4	4.6

*+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
Jackson	4.5	Closed
Janney	6.5	6.7
Keene	5.5	5.1
Kenilworth	3.7	3.9
Ketcham	3.8	3.9
Ketcham Annex	No Separate Scores	4.0
Key	5.9	4.6
Kimball	4.3	4.5
Kingsman	4.2	4.3
Lafayette	8.4	8.2
Langdon	4.1	4.3
Langston**	No Fifth Grade	No Fifth Grade
LaSalle	5.0	5.6
Leckie	4.4	4.3
Lenox ½ Annex	3.7	4.1
Lewis**	4.4	4.2
Logan**	4.1	3.9
Lovejoy	3.7	4.0
Madison**	3.5	4.0
Mann	5.8	5.1
Maury	4.4	4.3

** = Title

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
McCogney***	3.8	4.1
McCogney Annex***	3.6	
Merritt	4.3	4.1
Meyer*	3.6	4.2
Miner	4.2	4.1
Monroe*	4.1	3.8
Montgomery*+	4.1	4.2
Morse*+	4.3	Closed
Moten***	3.9	4.1
Mott**	3.7	3.9
Murch	7.2	6.7
Nalle	4.0	4.5
Nichols Avenue	No Fifth Grade	No Fifth Grade
Noyes	4.1	4.3
Orr	4.4	4.4
Oyster	5.5	4.6
Park View*	4.1	4.1
Patterson	4.8	4.8
Payne	3.7	4.1
Peabody	4.2	3.9
Perry**	3.4	4.0

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
Petworth	4.6	4.8
Plummer	4.6	4.5
Powell & Annex	4.5	4.3
Randle Highlands	4.2	5.0
Raymond*	4.2	4.5
Richardson	3.8	3.9
River Terrace	4.6	4.5
Rudolph	4.4	4.3
Savoy***	4.0	4.4
Seaton*+	3.7	4.3
Shadd	3.5	3.9
Sharpe Health	--	--
Shepherd	7.0	7.0
Simmons**	3.5	4.1
Simon	4.0	4.1
Slater**	4.8	4.4
Slowe	4.3	4.4
Smothers	4.2	4.4
Stanton & Annex	4.3	4.2
Stevens	4.6	4.4
Stoddert	6.5	7.4

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project
-- = Group size less than 10, not computed

TOTAL READING

Grade 5	Median Grade Equivalents September 1970	September 1971
Sumner	5.1	4.6
Syphax	No Fifth Grade	No Fifth Grade
Takoma	5.5	5.4
Thomas	4.2	4.0
Thomson	4.1	4.5
Truesdell	4.3	4.3
Tubman*	3.6	4.0
Turner***	3.4	4.0
Tyler	3.9	3.7
Van Ness	3.8	4.1
Walker-Jones**	3.4	4.0
Watkins	4.1	4.1
Weatherless	Not Open	4.1
Webb, R. K.	4.6	4.5
West	4.4	5.1
Wheatley	4.2	4.2
Whittier	4.4	4.4
Wilson, J. O.**	3.9	4.1
Woodridge	4.7	4.5
Young	4.3	4.4

* = Model School; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 6		
Large City Group	6.0	6.0
D. C. (Based on Large City Group)	5.2	5.2
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	4.2	Ungraded
Aiton	5.3	4.6
Amidon	No Sixth Grade	No Sixth Grade
Bancroft*	5.2	5.0
Barnard	5.9	5.9
Beers	6.5	6.2
Benning	6.5	6.1
Birney***	4.6	4.5
Blair-Ludlow-Taylor**	4.5	4.4
Blow-Pierce	5.1	5.0

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
Bowen, A.	5.1	4.6
Brent	5.5	6.2
Brightwood	6.1	6.0
Brookland	5.6	5.5
Bruce*	5.3	5.2
Bryan	5.4	5.6
Buchanan	5.1	5.0
Bundy*+	3.9	4.5
Bunker Hill	6.7	6.4
Burroughs	6.2	5.8
Burrville	5.1	4.5
Carver	5.4	4.5
Clark	5.5	5.7
Cleveland*+	4.2	4.7
Congress Heights & Annex***	5.1	5.6
Cook, J. F.**	4.3	4.5
Cooke, H. D.*	4.3	4.6
Crummell	4.7	5.1
Davis	5.1	5.1
Draper***	5.2	5.0
Drew	4.5	4.5

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
Eaton	9.0	9.0
Eckington	4.4	4.8
Edmonds **	No Sixth Grade	No Sixth Grade
Emery	4.8	5.0
Fillmore	6.5	6.7
Gage	4.5	4.8
Garfield	5.4	5.6
Garrison*+	4.1	4.7
Gibbs	5.4	5.1
Giddings	4.2	4.7
Goding**	5.2	5.1
Green***	4.8	5.1
Grimke*+	4.4	4.4
Hardy	6.3	5.9
Harris	4.7	4.4
Harrison*+	4.4	4.9
Hearst	8.4	8.5
Hendley	4.8	5.1
Hendley II	5.0	4.9
Houston	4.4	5.1
Hyde	No Sixth Grade	6.6

*+ = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
Jackson	5.8	Closed
Janney	7.5	8.7
Keene	6.4	6.2
Kenilworth	4.3	4.5
Ketcham & Annex	4.8	4.6
Key	7.2	6.1
Kimball	5.3	5.4
Kingsman	5.3	5.1
Lafayette	9.4	9.7
Langdon	6.0	5.5
Langston**	No Sixth Grade	No Sixth Grade
LaSalle	6.4	6.2
Leckie	5.8	4.9
Lenox & Annex	5.0	4.6
Lewis**	4.9	5.3
Logan**	4.5	4.6
Lovejoy	4.6	4.6
Madison**	4.2	4.4
Mann	7.4	9.0
Maury	4.6	5.1

** = Title I

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
McCogney ***	4.6	4.8
McCogney Annex***	4.3	No Sixth Grade
Merritt	5.6	5.1
Meyer*	4.8	4.7
Miner	4.7	4.7
Monroe*	4.2	4.5
Montgomery*+	4.5	5.6
Morse*+	4.6	Closed
Moten***	5.1	4.8
Mott**	4.7	5.0
Murch	8.8	9.4
Nalle	4.7	6.0
Nichols Avenue	No Sixth Grade	No Sixth Grade
Noyes	5.1	5.1
Orr	5.5	5.7
Oyster	7.2	6.6
Park View*	5.1	4.8
Patterson	6.3	5.8
Payne	5.1	4.5
Peabody	4.8	4.8
Perry**	3.9	4.5

* = Model School; *+ = Model School and Title I; ** = Title I; *** = Anacostia Project

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
Petworth	5.2	6.1
Plummer	5.5	5.7
Powell & Annex	6.1	6.2
Randle Highlands	6.1	5.1
Raymond*	5.3	5.1
Richardson	5.0	4.6
River Terrace	5.5	5.6
Rudolph	5.4	5.6
Savoy***	4.6	4.6
Seaton *+	4.5	4.5
Shadd	4.5	4.6
Sharpe Health	5.3	--
Shepherd	7.3	7.5
Simmons **	4.6	4.8
Simon	5.3	4.7
Slater **	5.1	6.1
Slowe	5.8	5.1
Smothers	5.0	5.6
Stanton & Annex	5.2	4.9
Stevens	6.2	5.8
Stoddert	7.4	8.8

* = Model School; ** = Title I; *** = Anacostia Project; -- Group size less than 10, not computed

TOTAL READING

Grade 6	Median Grade Equivalents September 1970	September 1971
Sumner	5.6	6.2
Syphax	No Sixth Grade	No Sixth Grade
Takoma	6.3	6.8
Thomas	5.0	5.2
Thomson	4.5	4.6
Truesdell	5.5	5.4
Tubman*	4.5	4.5
Turner ***	4.6	4.4
Tyler	4.5	4.5
Van Ness	4.3	4.7
Walker-Jones**	4.4	4.3
Watkins	4.6	4.7
Weatherless	Not Open	4.7
Webb, R. K.	5.7	5.6
West	5.8	5.9
Wheatley	5.0	4.8
Whittier	5.8	5.6
Wilson, J. O.**	4.7	4.8
Woodridge	6.1	6.6
Young	5.5	5.5

* = Model School; ** = Title I; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 7		
Large City Group	7.0	7.0
D.C. (Based on Large City Norm)	5.6	5.1
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	7.0	6.8
Banneker*	5.3	4.7
Browne	5.4	5.2
Deal	8.3	7.6
Douglass***	5.2	4.6
Eliot	5.3	5.1
Evans	4.8	4.3
Francis	4.9	4.6
Garnet- Patterson*+	5.1	4.3
Gordon	6.4	5.8

* = Model School; *+ = Model Schools and Title 1; *** = Anacostia Project

TOTAL READING

Grade 7	Median Grade Equivalents September 1970	September 1971
Hamilton	5.1	4.6
Hart	5.1	5.1
Hine	5.0	4.8
Jefferson	5.0	4.9
Johnson***	5.5	4.5
Kramer	5.4	5.1
Langley	5.1	4.5
Lincoln*	5.0	4.6
Macfarland	5.9	5.6
Miller	5.6	4.8
Paul	6.3	6.3
Rabaut	6.6	6.2
Randall	4.9	4.3
Roper	4.9	4.4
Shaw*+	4.8	4.7
Sousa	5.9	6.0
Stuart**	4.7	4.3
Taft	6.0	5.8
Terrell**	4.4	4.2
Woodson	6.0	5.3
Sharpe Health	5.1	6.3

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 8		
Large City Group	8.0	8.0
D. C. (Based on Large City Norm)	6.5	6.1
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	7.5	7.5
Banneker *	5.9	5.7
Browne	5.9	6.4
Deal	9.6	9.2
Douglass***	5.4	5.5
Eliot	6.0	6.1
Evans	5.9	5.6
Francis	6.0	5.7
Garnet-Patterson *+	5.8	5.9
Gordon	7.6	7.0

* = Model School; *+ = Model Schools and Title 1; *** = Anacostia Project

TOTAL READING

Grade 8	Median Grade Equivalents September 1970	September 1971
Hamilton	5.9	5.7
Hart	6.5	6.1
Hine	5.9	5.5
Jefferson	6.2	6.1
Johnson***	6.2	5.8
Kramer	6.4	6.1
Langley	6.3	5.9
Lincoln*	6.2	5.6
Macfarland	6.8	6.5
Miller	6.2	6.3
Paul	7.2	6.7
Rabaut	7.5	7.1
Randall	6.0	5.5
Roper	6.5	5.7
Shaw*+	6.0	5.1
Sousa	6.6	6.2
Stuart**	6.0	5.5
Taft	6.9	6.6
Terrell**	5.9	5.0
Woodson	6.8	6.5
Sharpe Health	6.8	4.2

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL READING

	Median Grade Equivalents	
	September 1970	September 1971
Grade 2		
Large City Group	9.0	9.0
D. C. (Based on Large City Group)	7.2	7.1
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	8.6	8.5
Banneker *	7.1	6.8
Browne	7.0	7.4
Deal	10.5	10.4
Douglass***	6.7	6.6
Eliot	6.7	6.9
Evans	6.7	6.7
Francis	7.3	7.1
Garnet-Patterson **	6.3	6.7
Gordon	8.7	9.7

* = Model School; ** = Model Schools and Title 1; *** = Anacostia Project

TOTAL READING

Grade 9	Median Grade Equivalents September 1970	September 1971
Hamilton	6.7	6.6
Hart	7.2	7.1
Hine	6.8	6.9
Jefferson	6.5	6.7
Johnson***	6.7	6.9
Kramer	7.2	7.3
Langley	6.8	6.8
Lincoln*	6.8	6.6
Macfarland	7.5	7.4
Miller	7.2	6.9
Paul	7.7	8.1
Rabaut	8.8	8.7
Randall	6.8	6.6
Roper	7.1	6.9
Shaw*+	6.4	6.3
Sousa	7.4	7.2
Stuart**	6.9	6.9
Taft	7.4	7.8
Terrell**	6.4	6.8
Woodson	7.0	7.0
Sharpe Health	9.0	--

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project
-- = Group size less than 10, not computed

TEST RESULTS BY INDIVIDUAL SCHOOLS

ARITHMETIC

GRADES 3 through 9

(page 51)

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 3		
Large City Group	3.0	3.0
D. C. (Based on Large City Group)	2.1	2.3
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	2.7	2.7
Aiton	2.0	2.6
Amidon	2.1	2.4
Bancroft*	1.7	2.4
Barnard	2.6	2.9
Beers	2.7	2.3
Benning	3.0	3.2
Birney***	1.4	2.3
Blair-Ludlow-Taylor**	2.0	1.9
Blow-Pierce	2.2	2.4

* = Model School; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
Bowen, A.	No Third Grade	No Third Grade
Brent	2.9	3.0
Brightwood	2.4	2.9
Brookland	2.3	2.5
Bruce*	2.2	2.5
Bryan	2.0	2.0
Buchanan	2.3	2.4
Bundy*+	1.6	2.4
Bunker Hill	2.6	2.8
Burroughs	2.8	3.0
Burrville	2.0	2.6
Carver	2.0	2.1
Clark	2.2	2.7
Cleveland*+	1.2	2.5
Congress Heights & Annex***	2.3	2.6
Cook, J. F.**	2.1	2.4
Cooke, H. D.*	1.8	2.2
Crummell	1.9	1.4
Davis	2.2	2.8
Draper***	2.9	2.5
Drew	2.3	2.4

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
Eaton	3.4	3.7
Eckington	2.2	2.6
Edmonds**	2.1	2.6
Emery	2.1	2.5
Fillmore	2.7	2.7
Gage	2.4	2.4
Garfield	2.1	2.6
Garrison*+	2.0	2.7
Gibbs	2.1	2.2
Giddings	2.2	2.1
Goding**	1.9	2.1
Green***	2.3	2.6
Grimke*+	1.5	2.2
Hardy	Too few to compute	3.2
Harris	2.2	2.6
Harrison*+	2.3	2.7
Hearst	4.0	4.0
Hendley	2.2	2.6
Hendley Annex	1.1	2.4
Houston	1.3	2.3
Hyde	1.8	2.7

*+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
Jackson	2.8	Closed
Janney	3.3	3.9
Keene	2.7	2.9
Kenilworth	2.0	2.1
Ketcham	1.8	2.4
Ketcham Annex	No Separate Scores	
Key	3.8	3.6
Kimball	2.4	2.7
Kingsman	2.7	2.9
Lafayette	3.8	3.9
Langdon	2.0	2.5
Langston**	No Third Grade	No Third Grade
LaSalle	2.7	3.1
Leckie	2.7	2.5
Lenox & Annex	2.0	1.8
Lewis**	1.8	2.7
Logan**	2.9	1.9
Lovejoy	1.9	1.9
Madison**	1.8	2.1
Mann	3.5	3.7
Maury	2.1	2.4

** = Title I

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
McGogney***	2.1	
McGogney Annex***	1.7	2.2
Merritt	2.3	2.4
Meyer*	2.0	2.3
Miner	2.0	2.7
Monroe*	1.6	2.1
Montgomery*+	2.1	2.4
Morse*+	1.8	Closed
Moten***	2.1	2.5
Mott**	2.0	2.3
Murch	3.8	3.7
Nalle	2.0	2.7
Nichols Avenue	2.5	2.9
Noyes	2.4	2.6
Orr	2.7	2.6
Oyster	3.1	3.0
Park View*	1.8	2.3
Patterson	2.6	2.7
Payne	2.2	2.0
Peabody	2.4	2.3
Perry**	No Third Grade	No Third Grade

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
Petworth	2.9	2.7
Plummer	2.4	2.7
Powell & Annex	2.7	2.8
Randle Highlands	2.2	2.5
Raymond*	2.2	2.2
Richardson	2.1	2.5
River Terrace	2.5	2.4
Rudolph	2.1	2.6
Savoy***	1.9	2.5
Seaton*+	2.1	2.2
Shadd	2.4	2.2
Sharpe Health	2.0	1.4
Shepherd	3.3	3.5
Simmons**	2.5	2.5
Simon	2.1	2.5
Slater**	2.4	2.7
Slowe	2.3	2.5
Smothers	1.7	2.7
Stanton & Annex	2.1	2.7
Stevens	2.2	2.6
Stoddert	3.4	3.8

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 3	Median Grade Equivalents September 1970	September 1971
Sumner	2.2	2.8
Syphax	No Third Grade	No Third Grade
Takoma	2.7	3.0
Thomas	2.2	2.4
Thomson	2.6	2.9
Truesdell	2.0	2.5
Tubman*	1.9	2.6
Turner***	2.3	2.6
Tyler	1.6	2.1
Van Ness	2.1	2.0
Walker-Jones**	2.4	2.6
Watkins	2.0	2.5
Weatherless	Not Open	2.6
Webb, R. K.	2.4	2.5
West	2.6	3.1
Wheatley	1.9	2.5
Whittier	2.5	2.6
Wilson, J. O.**	1.5	2.2
Woodridge	2.5	2.4
Young	2.3	2.5

* = Model School; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 4		
Large City Group	4.0	4.0
D. C. (Based on Large City Norm)	3.3	3.1
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	3.7	Ungraded
Aiton	3.2	2.9
Amidon	3.3	3.1
Bancroft *	3.2	2.9
Barnard	3.4	3.5
Beers	3.5	3.2
Benning	3.9	4.1
Birney ***	2.9	2.8
Blair-Ludlow-Taylor **	3.1	2.8
Blow-Pierce	3.3	3.1
Bowen, A.	No Fourth Grade	No Fourth Grade
Brent	3.2	3.7
Brightwood	3.5	3.4

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1971
Brookland	3.2	3.4
Bruce *	3.3	2.9
Bryan	3.2	3.3
Buchanan	3.3	3.2
Bundy *+	3.3	3.1
Bunker Hill	3.7	3.5
Burroughs	3.6	3.6
Burrville	3.1	3.0
Carver	3.2	3.0
Clark	3.3	3.0
Cleveland *+	2.8	2.8
Congress Hts. & Annex ***	3.4	3.2
Cook, J. F. **	3.0	2.7
Cooke, H. D.*	3.0	2.8
Crummell	3.2	3.0
Davis	3.4	3.0
Draper ***	3.3	2.9
Drew	3.4	3.0
Eaton	4.1	5.7
Eckington	2.9	3.5
Edmonds **	3.6	3.1
Emery	3.4	3.2
Fillmore	3.6	3.6

* = Model School; *+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1971
Gage	3.3	3.0
Garfield	3.2	2.9
Garrison*+	3.2	3.0
Gibbs	3.3	3.3
Giddings	3.2	2.9
Goding**	3.1	2.6
Green***	3.3	3.2
Grimke*+	3.4	2.9
Hardy	3.8	3.4
Harris	3.4	3.1
Harrison*+	3.3	3.1
Hearst	4.7	5.4
Hendley	3.3	3.1
Hendley Annex II	3.1	2.9
Houston	3.0	2.9
Hyde	3.8	3.4
Jackson	3.4	Closed
Janney	4.7	4.6
Keene	3.5	3.0
Kenilworth	3.2	2.9
Ketcham	3.1	2.8
Ketcham Annex		2.6
Key	3.9	4.5

*+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1970
Kimball	3.4	3.5
Kingsman	3.5	3.7
Lafayette	5.2	5.2
Langdon	3.3	3.1
Langston **	No Fourth Grade	No Fourth Grade
LaSalle	3.9	3.7
Leckie	3.6	3.2
Lenox & Annex	3.1	3.2
Lewis**	2.7	3.5
Logan**	3.0	2.8
Lovejoy	3.3	2.9
Madison **	3.4	3.4
Mahn	4.6	5.3
Maury	3.4	3.2
McGogney ***	3.4	3.0
McGogney Annex ***	3.2	3.0
Merritt	3.2	3.3
Meyer *	3.1	2.9
Miner	3.1	2.9
Monroe *	3.6	2.8
Montgomery**	No Fourth Grade	3.1
Morse**	3.5	Closed
Moten ***	3.5	3.2

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1971
Mott **	2.8	3.0
Murch	4.7	4.8
Nalle	3.3	3.5
Nichols Avenue	No Fourth Grade	No Fourth Grade
Noyes	3.7	3.2
Orr	3.3	3.5
Oyster	4.0	4.0
Park View*	3.4	2.9
Patterson	3.6	3.3
Payne	3.0	3.0
Peabody	2.9	2.8
Perry**	--	No Fourth Grade
Petworth	3.8	3.4
Plummer	3.3	3.3
Powell & Annex	3.3	3.7; 3.3
Randle Highlands	3.5	3.2
Raymond*	3.3	2.9
Richardson	3.2	2.9
River Terrace	3.4	3.1
Rudolph	3.3	3.4
Savoy ***	3.3	3.1
Seaton *+	3.3	2.9

* = Model School; *+ = Model Schools and Title I; ** = Title I;
*** = Anacostia Project;

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1971
Shadd	3.1	2.9
Sharpe Health	Did Not Test	--
Shepherd	4.2	4.3
Simmons**	3.2	3.1
Simon	3.0	2.8
Slater**	3.3	3.1
Slowe	3.4	3.1
Smothers	3.3	3.0
Stanton * Annex	3.2	3.0
Stevens	3.6	3.9
Stoddert	4.5	5.0
Sumner	3.5	3.0
Syphax	No Fourth Grade	No Fourth Grade
Takoma	3.6	3.7
Thomas	3.2	3.2
Thomson	3.4	3.5
Truesdell	3.1	3.2
Tubman	3.2	2.9
Turner***	3.3	3.0
Tyler	2.9	2.8
Van Ness	3.2	3.0
Walker-Jones**	3.1	3.0
Watkins	2.4	2.6

* = Model School; ** = Title I; *** Anacostia Project; -- = Group size less than 10, not computed

TOTAL ARITHMETIC

Grade 4	Median Grade Equivalents September 1970	September 1971
Weatherless	Not Open	3.0
Webb, R. K.	3.3	3.2
West	3.6	3.2
Wheatley	3.3	3.2
Whittier	3.4	3.2
Wilson, J. O.**	2.9	2.9
Woodridge	3.3	3.2
Young	3.4	3.2

** = Title I

Median Scores Expressid in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 5		
Large City Group	5.0	5.0
D. C. (Based on Large City Norm)	4.1	4.2
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	4.0	Ungraded
Aiton	3.9	3.8
Amidon	No Fifth Grade	
Bancroft*	3.9	4.0
Barnard	4.4	4.5
Beers	4.3	4.5
Benning	5.3	5.6
Birney***	3.7	3.8
Blair-Ludlow-Taylor**	3.6	3.7
Blow-Pierce	3.8	3.8

* = Model School; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Bowen, A.	4.0	4.3
Brent	4.2	5.2
Brightwood	4.6	4.5
Brookland	4.4	4.4
Bruce*	4.1	4.1
Bryan	4.3	4.4
Buchanan	3.9	4.0
Bundy*+	3.8	3.8
Bunker Hill	4.6	4.7
Burroughs	4.5	4.8
Burrville	3.8	4.3
Carver	3.9	3.6
Clark	4.1	4.3
Cleveland*+	3.6	3.8
Congress Heights & Annex***	4.2	4.3
Cook, J. F.**	3.6	3.9
Cooke, H. D.*	3.7	3.7
Crummell	3.8	4.0
Davis	4.2	4.3
Draper***	4.1	3.9

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Drew	4.0	4.1
Eaton	6.2	6.0
Eckington	3.6	4.0
Edmonds**	3.8	4.4
Emery	3.9	4.8
Fillmore	5.6	5.5
Gage	3.9	4.3
Garfield	4.1	4.3
Garrison*+	4.0	4.0
Gibbs	4.1	4.2
Giddings	4.2	3.9
Goding**	3.9	4.0
Green***	4.1	4.2
Grimke*+	3.8	4.6
Hardy	5.1	4.4
Harris	3.9	4.1
Harrison*+	3.8	4.1
Hearst	5.8	5.9
Hendley	3.9	4.0
Hendley Annex II	4.0	4.3

*+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Houston	4.2	3.6
Hyde	4.7	4.8
Jackson	4.3	Closed
Janney	5.8	6.1
Keene	4.7	5.0
Kenilworth	3.6	3.6
Ketcham	3.9	3.8
Ketcham Annex		3.4
Key	4.6	5.1
Kimball	4.1	4.5
Kingsman	4.3	4.3
Lafayette	6.7	6.7
Langdon	4.3	4.2
Langston**	No Fifth Grade	No Fifth Grade
LaSalle	4.7	5.4
Leckie	4.5	4.2
Lenox & Annex	3.8	3.9
Lewis**	4.5	3.9
Logan**	3.8	3.8
Lovejoy	3.7	3.9

** = Title I

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Madison**	4.1	3.6
Mann	5.4	5.7
Maury	4.2	4.3
McGogney***	3.9	4.2
McGogney Annex***	3.8	
Merritt	4.3	4.4
Meyer*	4.1	4.2
Miner	4.1	3.9
Monroe*	4.0	3.8
Montgomery*+	4.4	4.2
Morse*+	4.1	Closed
Moten***	4.1	4.2
Mott**	3.4	3.5
Murch	6.2	6.2
Nalle	4.2	4.5
Nichols Avenue	No Fifth Grade	No Fifth Grade
Noyes	4.2	4.8
Orr	5.0	5.2
Oyster	5.4	4.6
Park View*	4.1	4.2

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Patterson	4.6	4.5
Payne	4.0	4.1
Peabody	4.2	3.7
Perry**	3.6	4.0
Petworth	4.8	4.8
Plummer	4.0	4.4
Powell & Annex	4.3	4.1
Randle Highlands	4.0	4.9
Raymond*	4.1	4.3
Richardson	3.7	3.9
River Terrace	4.6	4.6
Rudolph	4.3	4.2
Savoy***	4.0	4.2
Seaton*+	4.0	4.0
Shadd	3.6	3.7
Sharpe Health	--	--
Shepherd	6.0	5.9
Simmons**	3.4	4.1
Simon	3.9	4.2
Slater**	4.3	4.3

* = Model School; *+ = Model School and Title 1; ** = Title 1; *** = Anacostia Project
-- = Group size less than 10, not computed

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Slowe	4.3	4.4
Smothers	4.2	4.3
Stanton & Annex	3.8	3.9
Stevens	4.0	4.7
Stoddert	6.3	6.0
Sumner	4.2	4.7
Syphax	No Fifth Grade	No Fifth Grade
Takoma	4.7	5.0
Thomas	4.2	4.3
Thomson	4.2	4.7
Truesdell	4.1	4.2
Tubman*	3.6	3.7
Turner***	4.0	3.8
Tyler	3.9	3.4
Van Ness	3.8	4.3
Walker-Jones**	3.7	3.9
Watkins	3.5	4.7
Weatherless	Not Open	3.9

* = Model School; ** = Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 5	Median Grade Equivalents September 1970	September 1971
Webb, R. K.	4.1	4.4
West	4.5	4.9
Wheatley	4.0	3.9
Whittier	4.2	4.3
Wilson, J. O.**	3.7	4.0
Woodridge	4.4	4.4
Young	4.0	4.4

** = Title I

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 6		
Large City Group	6.0	6.0
D. C. (Based on Large City Norm)	5.1	5.4
Grade Equivalents for Individual Schools Based on Large City Norms		
Adams	4.4	Ungraded
Aiton	5.2	5.1
Amidon	No Sixth Grade	No Sixth Grade
Bancroft*	5.1	5.5
Barnard	5.9	5.7
Beers	6.0	5.9
Benning	6.1	6.8
Birney***	4.4	4.7
Blair-Ludlow-Taylor**	4.5	4.7
Blow-Pierce	4.7	4.9

* = Model School; ** = Title; *** Anacostia Project

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Bowen, A.	5.0	5.2
Brent	5.0	5.9
Brightwood	5.4	5.6
Brookland	5.7	6.0
Bruce*	5.4	5.3
Bryan	4.8	5.7
Buchanan	5.2	5.1
Bundy*+	4.5	4.5
Bunker Hill	6.3	6.3
Burroughs	5.7	6.0
Burrville	4.7	4.9
Carver	5.4	5.6
Clark	5.0	5.7
Cleveland *+	4.6	4.8
Congress Heights & Annex***	5.4	5.5
Cook, J. F.**	4.5	4.5
Cooke, H. D. *	4.5	4.7
Crummell	5.1	5.5
Davis	5.5	5.2

* = Model School; *+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Draper***	5.3	5.0
Drew	4.6	4.9
Eaton	7.3	7.3
Eckington	4.4	4.9
Edmonds**	No Sixth Grade	No Sixth Grade
Emery	4.7	5.6
Fillmore	5.6	6.5
Gage	5.2	4.9
Garfield	5.0	5.4
Garrison*+	4.4	4.9
Gibbs	5.0	5.3
Giddings	4.5	5.2
Goding**	4.9	5.4
Green***	5.0	5.2
Grimke*+	4.3	4.7
Hardy	6.3	6.2
Harris	4.8	4.8
Harrison*+	4.4	5.0
Hearst	6.7	7.2

*+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Hendley	4.9	5.2
Hendley Annex	5.4	5.6
Houston	4.4	5.3
Hyde	No Sixth Grade	6.2
Jackson	5.1	Closed
Janney	6.7	7.4
Keene	5.8	6.3
Kenilworth	4.3	4.3
Ketcham & Annex	4.5	4.9
Key	6.4	5.5
Kimball	5.0	5.5
Kingsman	5.3	5.2
Lafayette	8.7	8.7
Langdon	5.6	5.5
Langston **	No Sixth Grade	No Sixth Grade
LaSalle	5.8	6.2
Leckie	5.9	5.1
Lenox & Annex	5.4	4.7
Lewis **	5.2	5.6

** = Title I

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Logan**	4.5	4.5
Lovejoy	4.8	5.0
Madison**	4.5	4.8
Mann	6.2	7.5
Maury	5.1	5.2
McGogney ***	4.6	4.6
McGogney Annex***	4.4	No Sixth Grade
Merritt	5.1	5.5
Meyer*	4.7	5.2
Miner	5.2	5.0
Monroe *	4.6	4.4
Montgomery *+	5.0	5.4
Morse *+	5.2	Closed
Moten ***	4.9	5.4
Mott **	4.8	4.9
Murch	7.2	7.3
Nalle	4.8	6.2
Nichols Avenue	No Sixth Grade	No Sixth Grade
Noyes	5.5	5.5

* = Model School; *+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Orr	5.3	6.0
Oyster	5.9	6.2
Park View*	5.1	5.0
Patterson	6.1	5.9
Payne	5.0	4.8
Peabody	4.8	4.4
Perry**	4.0	4.9
Petworth	5.4	6.1
Plummer	5.2	5.5
Powell & Annex	5.6	6.1
Randle Highlands	5.6	5.3
Raymond*	5.0	5.3
Richardson	4.7	5.1
River Terrace	5.2	5.7
Rudolph	5.2	5.4
Savoy***	4.7	4.7
Seaton*+	4.6	4.8
Shadd	4.6	4.7
Sharpe Health	4.8	--

* = Model School; *+ = Model Schools and Title I; ** = Title I; *** = Anacostia Project

-- = Group size less than 10, not computed

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Shepherd	6.2	7.0
Simmons**	4.9	4.7
Simon	4.9	4.9
Slater**	5.6	6.1
Slowe	5.6	5.3
Smothers	5.3	5.9
Stanton & Annex	4.8	4.8
Stevens	5.4	6.1
Stoddert	6.6	7.6
Sumner	5.4	6.2
Syphax	No Sixth Grade	No Sixth Grade
Takoma	5.9	6.3
Thomas	5.0	5.3
Thomson	4.8	5.4
Truesdell	5.5	5.4
Tubman*	4.6	4.6
Turner***	5.0	5.0
Tyler	4.4	4.8
Van Ness	4.9	5.3

* = Model School; ** = Title I; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 6	Median Grade Equivalents September 1970	September 1971
Walker-Jones **	4.7	4.6
Watkins	4.9	5.1
Weatherless	Not Open	5.0
Webb, R. K.	5.2	5.8
West	5.4	5.7
Wheatley	5.0	5.1
Whittier	5.7	5.8
Wilson, J. O.**	4.5	4.9
Woodridge	5.4	6.0
Young	5.4	5.6

** = Title I

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 7		
Large City Group	7.0	7.0
D.C. (Based on Large City Norm)	5.2	5.0
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	6.3	6.2
Banneker *	4.2	4.9
Browne	5.4	5.0
Deal	7.1	6.7
Douglass***	5.1	4.6
Eliot	5.0	4.7
Evans	4.4	4.5
Francis	5.1	4.8
Garnet-Patterson*+	4.9	4.6
Gordon	5.8	5.6

* = Model School; *+ = Model Schools and Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 7	Median Grade Equivalents September 1970	September 1971
Hamilton	4.8	4.6
Hart	5.1	5.0
Hine	4.8	4.9
Jefferson	4.9	4.9
Johnson ***	4.9	4.6
Kramer	4.7	4.7
Langley	5.1	4.9
Lincoln*	4.7	4.7
Macfarland	5.6	5.3
Miller	5.2	4.9
Paul	5.7	5.6
Rabaut	5.8	5.5
Randall	4.7	4.5
Roper	4.9	4.5
Shaw *+	4.6	4.8
Sousa	5.3	5.7
Stuart**	4.3	4.5
Taft	5.4	5.6
Terrell**	4.4	4.4
Woodson	5.5	5.3
Sharpe Health	4.2	--

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project
-- = Group size less than 10, not computed

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 8		
Large City Group	8.0	8.0
D. C. (Based on Large City Norm)	6.1	5.8
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	7.0	6.7
Banneker *	6.0	5.5
Browne	6.0	5.9
Deal	8.8	7.9
Douglass***	5.2	5.2
Eliot	5.8	5.9
Evans	5.9	5.4
Francis	6.0	5.5
Garnet-Patterson*+	5.5	5.4
Gordon	6.9	6.7

* = Model School; *+ = Model Schools and Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 8	Median Grade Equivalents September 1970	September 1971
Hamilton	5.7	5.5
Hart	5.9	6.0
Hine	5.7	5.1
Jefferson	5.7	6.1
Johnson***	5.7	5.4
Kramer	5.9	5.6
Langley	6.0	5.7
Lincoln*	5.8	5.3
Macfarland	6.4	5.9
Miller	5.9	6.1
Paul	6.5	6.3
Rabaut	7.1	6.4
Randall	5.4	5.2
Roper	5.8	5.4
Shaw*+	5.8	4.7
Sousa	6.6	5.9
Stuart**	5.7	4.9
Taft	6.4	6.3
Terrell**	5.8	5.2
Woodson	6.4	6.3
Sharpe Health	6.1	3.8

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project

Median Scores Expressed in Grade Equivalents Derived from Percentile Ranks for Schools and the Large City Reference Group September 1970 and September 1971

Comprehensive Tests of Basic Skills

TOTAL ARITHMETIC

	Median Grade Equivalents	
	September 1970	September 1971
Grade 9		
Large City Group	9.0	9.0
D. C. (Based on Large City Norm)	6.9	6.9
Grade Equivalents for Individual Schools Based on Large City Norms		
Backus	8.2	7.8
Banneker*	7.2	6.4
Browne	6.6	7.1
Deal	10.1	9.6
Douglass***	6.6	6.2
Eliot	6.4	6.7
Evans	6.4	6.4
Francis	7.1	7.0
Garnet-Patterson*+	6.3	6.4
Gordon	8.2	9.0

* = Model School; *+ = Model School and Title 1; *** = Anacostia Project

TOTAL ARITHMETIC

Grade 9	Median Grade Equivalents September 1970	September 1971
Hamilton	6.3	6.3
Hart	7.0	7.1
Hine	6.4	6.5
Jefferson	6.5	6.7
Johnson***	6.4	6.4
Kramer	6.9	7.1
Langley	7.0	7.1
Lincoln*	6.6	6.3
Macfarland	7.0	7.2
Miller	6.9	6.6
Paul	8.0	7.4
Rabaut	7.9	8.3
Randall	6.7	6.2
Roper	6.7	6.6
Shaw*+	6.1	6.1
Sousa	7.1	7.6
Stuart**	6.3	6.5
Taft	7.1	7.4
Terrell**	5.9	6.7
Woodson	7.0	7.2
Sharpe Health		--

* = Model School; *+ = Model Schools and Title 1; ** = Title 1; *** = Anacostia Project
-- = Group size less than 10, not computed

9.2
S9
C3

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PUPIL PERSONNEL SERVICES
PUPIL APPRAISAL DIVISION

A SUMMARY OF READING AND NUMERICAL COMPETENCE TEST RESULTS, STANFORD ACHIEVEMENT TESTS, HIGH SCHOOL BASIC BATTERY VOCATIONAL HIGH SCHOOLS GRADE 11

MR. ROBERT B. FARR, DIRECTOR
PUPIL APPRAISAL DIVISION

DR. WILBUR A. MILLARD
ASSISTANT SUPERINTENDENT
DEPARTMENT OF PUPIL PERSONNEL SERVICES

DR. HUGH J. SCOTT
SUPERINTENDENT OF SCHOOLS

MAY 1971

STANFORD ACHIEVEMENT TESTS, HIGH SCHOOL
BASIC BATTERY, FORM W, GRADE 11

The Reading and Numerical Competence Tests of the Stanford Achievement Tests, High School Basic Battery, Form W were administered to a ten percent sample of students in the 11th grade of the five Vocational High Schools during the week of March 10-15, 1971. The sample population was selected by the Educational Specialists and Psychometrists of the Division of Pupil Appraisal using the guidelines employed in previous years. Tests were administered by an experienced testing chairman in each school and test answer sheets were scored under contractual services by the Westinghouse Learning Corporation. A total of 73 students were tested. The purpose of the testing was an assessment of the cumulative effects of the total instructional programs as this pertains to students in vocational programs. The Stanford Achievement series of standardized tests are designed to measure the educational achievements that are commonly expected of students in a modern comprehensive high school.

> The Reading Test items are designed to test the student's ability to comprehend what is explicit in the material, to judge what is implied, and to draw inferences with reference to other situations. The Numerical Competence Test is designed to measure general mathematical competence, emphasizing arithmetical and numerical concepts. It is assumed that this competence is an integral part of general education.*

Recognizing that available tests have not been standardized for vocational high school populations similar to that of the District of Columbia, the City-wide Testing Committee recommended the use of this Basic High

*Test Manual, page 8.

School Battery as comprising material that should be taught in academic courses for all students.

Test scores have been reported in terms of national stanine scores. This type of score reporting is a simple nine point scale of normalized and standard scores with the value 5 always representing the average performances of students in the specific norm group. Stanines are equally spaced steps, each step measured in both directions indicating a difference of one half of the standard deviation from the average.

Results:

Table I indicates that in instructional areas of Reading and Numerical Competence eleventh grade Vocational High School students rank significantly lower than students in the comprehensive high schools in the standardization population. Ten percent of the students in our sample of 11th grade Vocational High Schools scored at and above the national median in Reading, while eleven percent scored at or above the national median in Numerical Competence. These are compared with 50 percent at and above the median in the national standardization group.

Table II shows a slight decline in Reading scores for the sample of 11th grade students in Vocational High Schools when compared with test results of D. C. Vocational High School students for the two prior years. However, they have scored in the Below Average category in Reading and in Numerical Competence for the three year period.

Summary:

In a ten percent sample of the Vocational High School eleventh grade students in the District of Columbia, average scores fell two

stanines below the national average in Numerical Competence and three stanines below the national average in Reading.

We would recommend that the Department of Research conduct a study of the reading and arithmetic minimum levels of achievement in terms of vocational course requirements over and above those considered essential to general education in the Academic Achievement Project. Suitable criterion - referenced tests should be developed.

TABLE I

STANFORD ACHIEVEMENT TESTS, HIGH SCHOOL BASIC BATTERY, FORM W
DISTRIBUTION OF STANINE SCORES, READING AND NUMERICAL COMPETENCE
VOCATIONAL HIGH SCHOOLS, GRADE 11
MARCH 1971

	Reading	Numerical Competence
Stanine 8 and above (above average)	0	0
Stanine 7 (above average)	1	0
Stanine 6 (average)	3	2
Stanine 5 (average)	3	6
Stanine 4 (average)	5	12
Stanine 3 (below average)	17	22
Stanine 2 (below average)	21	19
Stanine 1 (poor)	23	10
Number Tested	73	71
Median (City)	Stanine 2 (below average)	Stanine 3 (below average)
National Median	Stanine 5 (average)	Stanine 5 (average)

TABLE II

STANFORD ACHIEVEMENT TESTS, HIGH SCHOOL BASIC BATTERY
MEDIAN STANINE SCORES FOR THREE CONSECUTIVE YEARS

	Reading	Numerical Competence
1968-69 (All students)	3 (below average)	3 (below average)
1969-70 (10% sample)	3 (below average)	3 (below average)
1970-71 (10% sample)	2 (below average)	3 (below average)